DOCUMENT RESUME

ED 288 379 FL 017 019

TITLE	Technology in the Curriculum: Foreign Language Resource Guide. A Guide to the Instructional Use of Computers and Video in Foreign Languages.
INSTITUTION	California State Dept. of Education, Sacramento.
PUB DATE	87
NOTE	372p.
AVAILABLE FROM	Publications Sales, P.O. Box 271, Sacramento, CA 95802-0271 ($30.00, plus tax for California residents; includes data disk).
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052) -- Reference Materials - Directories/Catalogs (132)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Classroom Techniques; *Computer Assisted Instruction; Computer Software; *Courseware; Educational Resources; Elementary Secondary Education; French; German; Greek; *Instructional Materials; Italian; Latin; Lesson Plans; Microcomputers; Russian; *Second Language Instruction; Spanish; State Curriculum Guides; Statewide Planning; Uncommonly Taught Languages; *Videotape Recordings
IDENTIFIERS	*California

ABSTRACT

The guide to the use of computers and video recordings in foreign language instruction was designed to assist California teachers in implementing and extending the foreign language component of the statewide curriculum. It contains: (1) an introduction on the use of the guide; (2) background on its development; (3) lists of high quality software and instructional television materials that have been mapped against state curriculum frameworks and standards for each language (French, German, Greek, Italian, Latin, Russian, and Spanish) and general reference; (4) an annotated listing of recommended instructional software and video recordings; (5) sample lesson plans that model the use of technology in the foreign language classroom; (6) appended lists of sources for the recommended technology, regional agencies, all of the titles considered for this project, foreign language resource agencies, a bibliography, and a glossary; and (7) instructions for the use of the data disk accompanying the guide. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED288379

Technology in the Curriculum

Foreign Language Resource Guide

A Guide to the Instructional Use of Computers and Video in Foreign Languages

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it

☐ Minor changes have been made to improve reproduction quality

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

T. Smith

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

FL017019

Produced for the California State Department of Education

by the Foreign Language Curriculum Implementation Center
Teacher Education & Computer Center, Region VII
Stanislaus County Department of Education

BEST COPY AVAILABLE

Additional copies of this *Foreign Language Resource Guide* are available either separately or as part of the entire set of *Technology in the Curriculum* project materials. The set includes six resource guides, one each in the areas of mathematics, science, history/social science, English/language arts, foreign language, and visual and performing arts; six data disks reflecting the printed information in these areas; and a seventh volume which consists of the documentation for *DataRelator*, a database management program developed for this project. The complete package of printed and disk materials is available for $140 per package, plus sales tax for California purchasers; copies of this guide only, which includes the data disk, may be obtained for $30 per copy, plus sales tax for California purchasers. Orders should be placed with Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271.

This document was prepared under the direction of the California State Department of Education and was published by the Department, 721 Capitol Mall, Sacramento, California (mailing address: P.O. Box 944272, Sacramento, CA 94244-2720). It was distributed under the provisions of the Library Distribution Act.

Copyright © 1987, California State Department of Education
Permission is hereby granted only to California educators to copy material in this document for instructional use.

Preface

Computer and video technologies offer exciting opportunities for furthering instructional goals in virtually all areas of the curriculum. The storage capacity and interactive capabilitities of the microcomputer make it a powerful tool for delivering content and fostering thinking skills. Videocassette recorders give teachers the ability to show instructional television (ITV) programs at their convenience and to stop, review and discuss, and restart programs. Computer and video programs have not only technological advantages, but also tremendous potential to make learning more fun. By engaging the learner and increasing the learner's attentiveness to the content being delivered, technology can serve as a powerful instructional tool.

The key to realizing this potential lies in ensuring that the technology supports the regular curriculum and does not become an end in itself. To be used properly and to persist as an educational innovation, technology must enable teachers to teach current content more effectively and must provide them with the opportunity to teach new content as well. Teachers, lacking sufficient time to search for high quality programs to incorporate into their teaching, need resources which do some of the searching and reviewing for them.

The four original *Technology in the Curriculum* projects were designed to help teachers use technology to enhance and extend their existing curricula. Their primary purpose was to organize information about computer and video programs to serve as a tool for teaching content in mathematics, science, history-social science, and English/language arts. The projects identified parts of the curriculum best taught electronically or visually, identified high quality software and video programs available to teach that content, and designed lesson plans that teachers could incorporate into their teaching repertoire. These products, provided to every public school in California, are helping teachers achieve the learning objectives set forth by districts and the state more effectively.

This *Foreign Language Resource Guide* extends the information available to assist teachers to this additional area of the curriculum. Like the other guides, including the new guide for the visual and performing arts , the *Foreign Language Resource Guide* contains lists of high quality software and ITV materials which have been mapped against state curriculum frameworks and standards and annotated for use in the classroom. Coupled with sample lesson plans in the guide, the *DataRelator* program, and a *DataRelator* data disk to assist teachers in managing this information, these resources offer powerful new tools to enhance instruction. However, they are also designed to provide for flexibility. Teachers can incorporate as much of this material as they choose, while continuing to rely on teaching methods with which they are comfortable and which are demonstrably effective.

Computers and similar technology can help teachers improve the curriculum and can contribute to the attainment of excellence in our schools. Without the support of technology, California will be hard-pressed to achieve our goals for school reform. Nevertheless, improvement will not be due solely to the use of technology; hard work and the cooperation of educators at all levels will be required to meet our goals. The *Technology in the Curriculum* projects are an excellent step in the right direction.

James R. Smith
Deputy Superintendent
Curriculum & Instructional
Leadership

Francie Alexander
Associate Superintendent
Curriculum, Instruction and
Assessment Division

Wendy Harris
Director
Educational Technology

Contents

Acknowledgements 2

Introduction 5
How to Use This Resource Guide

Technology in the Foreign Language Curriculum 7
Background on the Development of This Resource Guide

The Foreign Language Curriculum Indexes 21
The Correlation of Technology and California's Foreign Language Curriculum

- *General* 27
- *French* 31
- *German* 50
- *Greek* 57
- *Italian* 60
- *Latin* 63
- *Russian* 66
- *Spanish* 69

Recommended Technology 83
An Annotated Listing of Instructional Software and Video Recommended for Use in California's Foreign Language Classrooms

Sample Lesson Plans 255
Lesson Plans Which Model the Use of Technology in the Foreign Language Classroom

- *Me encantan los comerciales* 258
- *Giving and Following Directions* 272
- *Die Familie* 278
- *World Class Correspondent* 291
- *Planning a Trip Through Spanish-speaking Countries* 299

Appendixes 313

- I Sources of Recommended Technology 313
- II Regional Agencies 316
- III All Titles Considered 319
- IV Foreign Language Resources 327
- V Selected Bibliography 331
- VI Glossary 334

DataRelator 339
A Guide to the Use of the DataRelator *Version of This Resource Guide*

Acknowledgements

This *Technology in the Curriculum: Foreign Language Resource Guide* was prepared under a grant from the California State Department of Education by the staff of the Technology in the Foreign Language Curriculum Project. The project was a collaborative effort of the following agencies coordinated by the California Foreign Language Curriculum Implementation Center:

- California Foreign Language Competency Project
- California Instructional Video Clearinghouse
- Foreign Language Curriculum Implementation Center
- Pasadena Unified School District
- Region VII Teacher Education & Computer Center
- Stanislaus County Department of Education
- University of California, Los Angeles

Coordination of this project and the Visual and Performing Arts Technology in the Curriculum Project was provided by Barbara Abbott, California State Department of Education, and Bobby Goodson, TIC Project Coordinator. Additional support was provided by the Foreign Language CIC Director, Duarte Silva. The quality of this *Resource Guide* was further enriched by the efforts of the people listed below. Their experience with foreign language learning and technology is reflected in this document. This *Resource Guide* will assist with the integration of computer software and instructional video into the teaching of foreign languages in California schools.

We appreciate the support of the many publishers and distributors who so generously made their products available to the project for evaluation. We thank the Pasadena Unified School District; the University of California, Los Angeles; and the San Mateo County Office of Education for the use of their facilities and for the support which they provided to the project.

Steering Committee

Harry Bakker, Director
California Instructional Video Clearinghouse
Mary Ellen Boyet, Mentor Teacher
Napa Valley Unified School District
Fred Dobb, Consultant
California State Department of Education
Betty Fowler, Consultant
Stanislaus County Department of Education
José Galván, Director
Foreign Language Programs, UCLA
Nanette Green, Co-Director
Teacher Education & Computer Center, Region VII
Sylvia Jones, Coordinator
Pasadena Unified School District
Gerald Logan, Consultant
Lincoln, California
Robert Morrey, Mentor Teacher
Fremont Union High School District
Duarte Silva, Director
Foreign Language Curriculum Implementation Center

Steering Committee
(continued)

Marjorie Tussing, Director
California Foreign Language Competency Project
Hal Wingard, Executive Director
California Foreign Language Teachers Association
Ron Witort, Co-Director
Teacher Education & Computer Center, Region VII

Staff

Director
John A. Vaille

Assistant to the Director
Shirley Irving

Principal Writers
Gerald Logan
John A. Vaille

Evaluation Coordinator
Thom Hudson

Evaluation Team Leaders
Margaret Azevedo
José Galván
Sylvia Jones

Editors
Carl Baggese
Eugene Conrotto
Barbara Hawkins

Data Relator Designer
Terry Scott
Bill Finzer

Graphic Designer
Peggy Vaille

Consultants

Glenn Fisher
Lawrence Hall of Science
John Underwood
Mills College
David Grossman
Stanford University

Evaluators

Margaret Azevedo,
Palo Alto Unified School District
Harriet Clement
Long Beach Unified School District
John Corsello
Los Angeles Unified School District
Mary Dessecker
Anaheim Union High School District
Lisa Dessinger
Los Angeles Unified School District
Jonaca Driscoll
Modesto City Schools

Evaluators

(continued)

Bonnie Elbaz-Deckel
Los Angeles Unified School District
Don Era
Hacienda-La Puente Unified School District
Beth Gibb
Capistrano Unified School District
Jean Hannah
Modesto City Schools
Thom Hudson
University of California, Los Angeles
Hilary Intine
Los Angeles Unified School District
Roberta Jester
Orange Unified School District
Lynn Marie Johnson
Fullerton Joint Union High School District
Curtis Ray Joiner, Jr.
Pasadena Unified School District
Sylvia Jones
Pasadena Unified School District
Kenneth Kirkeby
Walnut Valley Unified School District
Maizie Kohatsu
Pasadena Unified School District
Renée Lamkie
Los Angeles Unified School District
Brigitte Little
Brea-Olinda Unified School District
E. Jules Mandel
Los Angeles Unified School District
Nelson Mangona
Pasadena Unified School District
Guy Marra
South San Francisco Unified School District
Susan Mejía
ABC Unified School District
Ruth Mulhearn,
Turlock Joint Union High School District
Raoul Muñoz
Pasadena Unified School District
Robert Norris
Bassett Unified School District
Jeanine Onda
Los Angeles Unified School District
Rod Ortiz
South Bay Union High School District
Ruth Anne Park
Inglewood Unified School District
D. Ann Powell-Cordon
Anaheim Union High School District
Judith Lynn Redenbaugh
Newport-Mesa Unified School District
Shirley Riherd
Pasadena Unified School District
Gail Rogers
Los Angeles Unified School District
Leo Rosbottom
Los Angeles Unified School District
Eva Santos-Phillips
California State University, Stanislaus
Carol Stein-Armstrong
ABC Unified School District
Rosemary Stevens
South San Francisco Unified School District
Lura Wallace
Los Angeles Unified School District
Pat Weiglein
Turlock Joint Union High School District
Allison Wright
Anaheim Union High School District

Sample Lesson Plan Designers

Joanne Barnes
Palo Alto Unified School District
Kristin Brown
University of California, San Diego
Mary Dessecker
Anaheim Union High School District
Jonaca Driscoll
Modesto City Schools

Sample Lesson Plan Designers

(continued)

José Galván
  UCLA
Jean Hannah
  Modesto City Schools
Barbara Hawkins
  University of California, Los Angeles
Thom Hudson
  University of California, Los Angeles
Brigitte Little
  Brea-Olinda Unified School District
Gerald Logan
  Lincoln, California
Robert Morrey
  Fremont Union High School District
Ruth Mulhearn
  Turlock Joint Union High School District
Eilene Ohanian
  Fresno Unified School District
Dennis Sayers
  Harvard University
Eva Santos-Phillips
  California State University, Stanislaus
Pat Weiglein
  Turlock Joint Union High School District
Delia Ybarra
  Fremont Unified School District

Introduction

How to Use This Resource Guide

The *Technology in the Curriculum: Foreign Language Resource Guide* is designed to answer many questions about the use of computer software and instructional video in accomplishing foreign language teaching objectives. This *Resource Guide* will help teachers to organize and select computer software and instructional video from the growing collections now available to complement the foreign language curriculum.

Technology's Place in the Foreign Language Classroom

In the Technology in the Foreign Language Curriculum section of this *Resource Guide*, one will find a description of the foreign language curriculum and the role this project feels technology has to play in it. It offers definitions, illustrative examples, and ways to consider technology's place in the foreign language learning process. Both novice and experienced users of classroom technology will find it useful and rewarding reading.

California's Foreign Language Curriculum and Technology: A Match

The Foreign Language Indexes section of the *Resource Guide* allows teachers to explore the correlation between the curriculum and technology. "Matrixed" in this section are the microcomputer software and instructional video titles recommended by this project. The Foreign Language Indexes are organized by language. Further indexing is done according to the categorizations described in the *Model Curriculum Standards: Foreign Language*. For a complete description of the Foreign Language Indexes, please read the introduction to this section.

Software and Video for Today's Classroom

The next section in this *Resource Guide* presents a complete list of the software and video titles that the project recommends for use in foreign language classrooms. The project has chosen only materials which are of very high technical and instructional quality and which support the California foreign language curriculum. This Recommended Technology section of the *Resource Guide* offers a complete reference for these titles. These listings include annotative, evaluative, and source information. This section will provide the information necessary to determine whether or not a particular title can assist in the language learning process of a particular lesson.

Models of the Integration of Technology in the Language Learning Process

A series of sample lesson plans are provided in the next section. These lesson plans, although created for particular languages and language levels, were designed so that they may be adapted to other languages and settings. They are offered in the hope that they will be used as a starting point for the use of technology in the classroom. Each of these classroom-tested lessons consists of activities which span at least a week's classroom time. Many of the individual activities can be extracted from the lesson and used alone. Others can be reconfigured, altered, or omitted to suit a particular classroom setting.

A Wealth of Additional Information

The Appendixes contain a number of interesting and useful collections of information. The section entitled All Titles Considered lists the nearly one thousand software and video titles considered by the project. Locating a title for purchase, rent, loan, or preview will be made easier by the Sources of Recommended Technology section. Throughout the state there are agencies which support foreign language instruction. These agencies are listed in the Regional Agencies section. The Glossary can assist teachers new to technology. Finally, the Selected Bibliography will provide additional sources of information on the foreign language curriculum and technology's place in it.

DataRelator *and the Foreign Language Drawer*

The final section is an introduction to *DataRelator* and a copy of the Foreign Language File Drawer. This is an electronic version of this *Resource Guide* to be used with *DataRelator*, a database program for the Apple II™ computer available free to California teachers.

This *Resource Guide* is the result of the efforts of more than one hundred foreign language teachers and administrators who are convinced that technology has a significant role in enhancing the language learning experience of California's students. The project hopes that it will be of assistance to teachers, mentor teachers, curriculum planners, curriculum resource people, and software and video designers. We also hope that the use of technology in the language classroom will make the language learning process more immediate, relevant, and accessible to students throughout California.

John Vaille
Director,
Technology in the Foreign Language
Curriculum Project

Duarte Silva
Director,
Foreign Language Curriculum
Implementation Center

Technology in the Foreign Language Curriculum

Introduction	**Expanding the Communicative Experience Through Technology**
Scenario 1:	Mme. Verdoux et *Scénario*
The California Foreign Language Curriculum	**Communication as the Central Feature of Foreign Language Learning**
Scenario 2:	Srta. Olivas y *Zarabanda*
Technology's Role	**Technology in the Foreign Language Experience: Definitions**
	Existing Technologies Serving Foreign Language Learning and Technologies on the Horizon
	What Technology-Assisted Communicative Language Learning Brings to Foreign Language Instruction and the Roles it Can Play in the Language Learning Experience
Scenario 3:	Herr Duffy und *Die Spürnasen*
Summary	**Integrating the Foreign Language Curriculum and Technology-Assisted Communicative Language Learning**
Scenario 4:	Phantom Electronics and International Telecommunications

Technology in the Foreign Language Curriculum

Introduction

Expanding the Communicative Experience through Technology

The ability to communicate with others is a basic human need. Humankind has always valued the ability to share knowledge and feelings and to influence actions and reactions. Just as it is difficult for individuals to isolate themselves completely from others, it is increasingly apparent that interdependence extends to nations and cultures as well. As Americans find themselves increasingly involved in interacting with people of other cultures, they find it essential to communicate effectively. Language is central to the understanding of another culture. It is language which holds and transmits through its words and its modes of oral and written expression the core of a culture's experience. When students are able to communicate in another language, they enter into a world not previously open to them. New people, ideas, and experiences are now accessible. Because foreign language students have always wanted and expected to be able to communicate in the language they study, the challenge for foreign language teachers has always been to design programs which fulfill these expectations. The focus on communication in foreign language instruction promises to bring about these outcomes. California's foreign language teachers continue to accept the challenge for providing a language learning environment in which these goals are met.

In the past few years technology has had a profound impact on the world's cultures. Fifteen years ago fewer than fifty human-made satellites carried very secret government information from one side of the world to the other. Now thousands of these publicly and privately owned devices orbit the earth relaying everything from vital research data supplied by the Max Planck Institute in Tübingen to Spanish-language reruns of *I Love Lucy* originating in Atlanta. Ten years ago computers were kept in special rooms with access limited to specially trained technicians. Today, lap-top microcomputers with the same power as those room-sized models can be found helping students with their homework. At the same time, technology has begun to open new worlds to education. Existing and emerging technologies have begun to enhance markedly classroom instruction in many subject areas. Teachers throughout California have begun to incorporate technologies into their instructional

"Foreign language programs should focus on specific objectives designed to meet the ultimate goal of developing international competence. *Since the function of language is to facilitate communication among human beings, excellence in a foreign language program is determined by how well students can actually use the language and cultural skills in all their modes for communicative purposes."*

-Model Curriculum Standards: Foreign Language

programs. Information technology is being used to develop *international competence* among Americans, particularly in the student of foreign languages. Foreign language teachers are using technology to bring foreign cultures into the classroom, making it possible to extend students' learning experiences beyond those confines as never before. Technology is providing many students with a new set of tools which enable them to explore foreign languages and cultures by placing large bodies of current information at their fingertips. To an extent never before possible, today's technology facilitates this exploration by providing many means for the student and teacher to gain access to, experience, and use a language.

The Technology in the Foreign Language Curriculum Project was created to develop the link between the California foreign language curriculum and the appropriate uses of technology to implement that curriculum. This *Resource Guide* brings the issues in communication-based foreign language instruction and technology's role in that process into sharp focus; it provides examples of the use of technology which enhances foreign language learning; and recommends microcomputer software and instructional video programming which can assist foreign language teachers to accomplish their goals. The aim of this *Resource Guide* is to provide a point of departure for the individual foreign language teacher's own implementation of technology in the classroom.

Mme. Verdoux et *Scénario*

Madam Verdoux's French II class was divided into five work groups, and all were working in the school's computer lab today. For the past few weeks these groups had been taking turns using a telecommunications device which makes it possible for the school's computer to be connected to a telephone line and through this connection to any other computer in the world.

Group A has been involved in a continuing assignment. Its task has been to conduct an interview with a group of French-speaking students in a high school just outside Lyon, France. The French and American groups had been corresponding through an international information service called Compuserve, using it as a medium of storage and retrieval for their questions and answers. Mme. Verdoux's Group A is to prepare a report which compares American schools to French schools and to present that report to the rest of the class.

The six students in Group A were animatedly discussing a message displayed on the computer monitor. The message was in French and had just been received. Answers to a crucial set of questions the American students had recently sent had finally arrived. Finally they would be able to discuss and assemble the

"I would like to express the hope that teachers who have experience with the premises of proficiency testing are likely to view language not only as form but also as function, not only as product but also as process, and as a creative, interactive task performance rather than as an uncontextualized set of linguistic behaviors."

–Heidi Byrnes (American Council of Teachers of Foreign Languages)

information for their paper. Some of the answers provided by the French students were difficult for the group and some of the wording in the final report would prove tricky, but when she was needed Mme. Verdoux would be there to help.

While waiting their turn on CompuServe, the individuals in Mme. Verdoux's other four groups were at the lab's computers. They were using Spinnaker Software's *Scénario* (Kidwriter) to continue writing stories they had begun earlier. The stories were based on a conversational lesson about French farms. They were written in French with the word processing features of *Scénario* and illustrated using the program's graphics features.

The next time the class was scheduled into the lab, Group B would continue their assignment using CompuServe as a communication medium. As the rest of the class continued with their stories, Group B would hold a discussion with Mme. Verdoux. After five lab sessions students would have completed their stories, with each student having participated in a small-group discussion in French for an entire class period.

Mme. Verdoux has found that this type of learning environment requires that she vary her involvement with groups and individuals, guiding as much as directing their learning.

The California Foreign Language Curriculum

Communication as the Central Feature of Foreign Language Learning

Communication is the central feature of the foreign language learning process. Greater emphasis is being placed on communication-based foreign language instruction in schools throughout the United States. This approach for language learning grew out of the movement to measure student's success in language learning through assessment of their proficiency in the language rather than through their achievement on discrete-point grammar tests. Experience and research with proficiency testing has clearly demonstrated that it is feasible to define levels of language proficiency and to state objectives in language proficiency terms. If the measure of student performance is to be the ability to use the language, then instructional programs must provide students with practice in communication.

Communication-based foreign language instruction now represents the official point of view of the California State Department of Education. Major objectives which incorporate this curricular orientation can be found in national publications, such as the American Council of Teachers of Foreign Languages' *Proficiency Guidelines*, and California publications, the *Model Curriculum Standards: Foreign Language*, and the *Statement on Competencies in Languages Other than English Expected of Entering Freshmen*. (See Bibliography.)

"Students have reached significant levels of communicative competence in programs with many different labels. However, a common denominator exists in all foreign language programs in which students are trained to communicate in the language rather than demonstrate only knowledge about the language. Students in such successful programs spend a considerable amount of time communicating. No matter how the language components are introduced, what form drills and exercises take, how much grammar is studied, or what textbook is used, the students spend time receiving and formulating real messages in the foreign language."

–Handbook for Planning an Effective Foreign Language Program

When the objective of foreign language instruction is the student's ability to communicate, learning tasks must become especially meaningful to the student. Classroom instruction must focus on communication outcomes rather than on outcomes involving linguistic forms. Practice must be put in context and communicative situations must be made relevant to the student's experience. Instruction should focus on real-life activities rather than on linguistic forms, vocabulary, pronunciation, spelling, and other components of a language. If teachers focus instruction chiefly on these language elements, they tend to teach the language through explanation, mechanical drill, choral response, paper and pencil testing, and by other, teacher-centered means. When instruction is communication-based, classroom activities involve the student as an active partner in a learning process which encourages exploration of the language, interaction among students, investigation of the culture – all in the target language.

In everyday life, communication is involves acts, phenomena, objects, people, and feelings. This involvement requires the foreign language teacher to find ways for providing experiences which encourage students to share facts, feelings, wants, and judgments, in short, to communicate. There is, however, a barrier to communication which is a daily challenge in the foreign language classroom. In many other disciplines, teachers can use, as a common referent, daily routines, special events, and the cultural and social environment in which these routines and events take place. Communication and conversation among students arise from such mutual experiences, interests, and concerns. In the foreign language classroom, the teacher cannot assume students have such a shared pool of experience involving the target language and culture. The classroom itself is not a natural setting for such experiences. Because communication must be as authentic as possible, teachers want that communication to reflect features of the culture and society of which it is an integral part. In order to accomplish this, they must often *provide* activities which promote shared experiences and settings of that culture and society.

The foreign language teacher's challenge is to create an environment which stimulates the student to become involved in the accurate use of the target language. This challenge is enhanced by the need for the communication to take place in a culturally authentic, meaningful

"When we begin to examine how computers might be used for language practice, we find there is clearly much we can do that goes beyond the trivial manipulation of discrete grammar points and isolated vocabulary items. It may very well turn out that the biggest advantage of CALL software is a side effect, the dialog [in the foreign language] that occurs in front of the screen rather than on it."

–John Underwood (Mills College)

atmosphere. Foreign language teachers have traditionally taken advantage of any resource which might maximize student learning in the classroom and which might extend the students' experience of the language beyond the classroom. Technology has served this process in the past and can be a source of assistance in meeting these challenges in the future.

Srta. Olivas y *Zarabanda*

For the last few days, Señorita Olivas spent part of each hour in Spanish I familiarizing her students with some new vocabulary. She prepared her students to be able to ask and to state *where* something or somebody *is* and *where* somebody *is going*. She *tuned* students ears, eyes, and minds to this new vocabulary and these structures. Her *comprehensible input* consisted of telling, and sometimes acting out, little stories and anecdotes in Spanish. She also communicated to the students, by informing them in Spanish, where they might find interesting places, good food, fun, etc., in certain towns and cities in Spain, the United States, and México. She accompanied her talks with props, pictures, slides, and enlarged city maps. She frequently verified students' comprehension by eliciting various types of responses.

Today Señorita Olivas' goal was to enhance the input markedly. She desired that her students hear different-sounding voices and authentic conversations. She wanted students to experience the language being used and authentic cultural features and differences. To accomplish this she turned to technology.

Señorita Olivas used an instructional video program, the third episode of the BBC-produced Spanish language course *Zarabanda* (Films, Incorporated). The students looked, listened, and understood. They could easily follow the story line and the familiar language being used. Señorita Olivas showed only the first two scenes. She checked comprehension. She then replayed the two scenes with the sound off. She commented in simple Spanish. She focused on cars, the significance of license plates, certain city scenes, dress, and gestures. She replayed the scenes again with the original sound track. A deeper probe of students' comprehension revealed that most students were now ready and able to begin producing the language involved in the lesson begun several days ago. Tomorrow Señorita Olivas will begin guided communicative practice tasks with the students.

Technology's Role

Technology in the Foreign Language Experience: Definitions

Technology has been a long-time partner in the foreign language classroom. It has assisted teachers with a wide variety of tasks and has provided students with experiences which have enriched their foreign language learning. It is necessary, before further examination of technology's place in foreign language, to provide definitions for some of the terms which will be used in this discussion. Additional definitions can be found, if needed, in the Glossary of this *Resource Guide.*

In this *Resource Guide* a liberal definition of technology has been applied. Technology has two main components – software and hardware.

Hardware is any device which is the physical medium through which technology presents its assistance to the user. The audiotape player, the language master, and the computer are all examples of hardware which have been applied to the language-learning process.

Software is the programming which enables a device to perform. Well-designed software contains instructions which operate hardware, taking full advantage of the device's capabilities. Computer software and prerecorded audio or video programs are common examples of software defined in this *Resource Guide.*

If *technology* is a term which describes the combination of these two components, then *educational technology* is the integration of hardware, software, and another, essential, ingredient, *effective instructional design.* Hardware depends on well-designed and well-executed software. Without very flexible, powerful hardware, software designers are limited in what they can create. A technology can be effective in the classroom only with a creative, pedagogically sound instructional design. In *educational technology*, hardware, software, and instructional design are inseparable members of the same team.

John Underwood's book, *Linguistics, Computers and the Language Teacher*, details thirteen premises for *communicative computer-assisted language learning software.* (See Bibliography.) Although Underwood established these premises for effective foreign language *computer programs*, they can also be used, with only some alteration, to describe many forms of communicative foreign language *educational technologies* as well. His criteria become, with some consolidation and modification, the basis for a definition of a *technology-assisted communicative language learning* system. A *technology-assisted communicative language learning* system assists in the language-learning process by:

- Making a unique, effective, motivating, and intrinsically rewarding contribution to the language learning experience
- Focusing on using the language forms rather than on the forms themselves, treating grammar implicitly rather than explicitly
- Encouraging the student to respond in original utterances rather than in some required language
- Attempting to evaluate student responses only when necessary, indicating student errors only when essential to the learning process
- Allowing the student to explore the subject matter in an environment where using the language feels natural and where only the target language is used
- Being flexible and responsive to the student
- Employing capabilities which are only available through the application of that medium

Existing Technologies Serving Foreign Language Learning and Technologies on the Horizon

Foreign language teachers have long been familiar with technology. Although this project has primarily limited its review to materials associated with the relatively recent development of microcomputers and videocassette recorders, teachers should remain aware of the continuing usefulness of audiocassettes and tape recordings, language labs, radio, broadcast television, film (educational and theatrical productions), language master/audio flash cards, slides and filmstrips, and overhead projection materials. Many excellent programs exist for these well-established educational technologies

Teachers should also be aware that new and emerging educational technologies are constantly adding new possibilities and dimensions to these systems in the foreign language classroom. Tomorrow's *technology-assisted communicative language learning* systems will integrate many technologies. The interactive video laser disk (IVD), a combination of video and computer technologies, has the potential to allow the student access to vast amounts of video, audio, and text-based information. The IVD system uses the student's video screen to provide both computer-generated text and graphics as well as video programming originating from the optical laser disk. The resulting system can be highly interactive, displaying both high quality video and audio presentations, controlling those displays based on the student's input. These data can be organized for students' use by any number of instructional designs. Well-planned *technology-assisted communicative language learning* systems of this type will allow the student and teacher to make use of an exciting learning environment not previously available in the foreign language classroom.

On the horizon are interactive *technology-assisted communicative language learning* systems which will combine the ability to evaluate student vocal utterances as input. Hardware developers have nearly perfected speech synthesis and digitization, both processes which will allow devices to communicate with users in humanlike voices. A *technology-assisted communicative language learning* system can also extend the student's reach beyond the classroom. Visual telephones, which can be obtained today in California department stores, allow telecommunicants to see one another as they share information. Satellite teleconferences and telecommunications will allow language students to meet and talk, electronically, with native speakers anywhere in the world. Without leaving their classrooms, students can have access to foreign language materials, such as foreign language news services, at large central databases.

What Technology-Assisted Communicative Language Learning Brings to Foreign Language Instruction and the Roles it Can Play in the Language Learning Experience

Technology-assisted communicative language learning is the means by which educational technology can be applied effectively to the foreign language-learning process. As the Sample Lesson Plans found in a later section of this *Resource Guide* demonstrate, an appropriate technology can assist the foreign language teacher in confronting some of the challenges described earlier. In today's communication-oriented classroom, *technology-assisted communicative language learning* systems can provide the following:

- Authentic cultural and language experiences as a shared communication referent for the community of learners
- Direct stimulus for communicative interaction
- A means of receiving and transmitting written and oral messages, especially among people separated by time and/or distance
- Instructional assistance during periods of multitask activity

> *"If there is a lesson to be learned from the language lab episode, it is that the success or failure of any technological aid will have less to do with what it can do than with what we actually end up doing with it."*
>
> *–John Underwood (Mills College)*

In these capacities, a *technology-assisted communicative language learning* system can assume a number of roles in today's teaching/learning process. An examination of these roles illustrates the ways in which a *technology-assisted communicative language learning* system might interact with a learner:

As Instructor – *Technology-assisted communicative language learning* can be used to help students develop proficiency in communication and master necessary grammatical structures, vocabulary items, and other skill components when necessary. It may be used to present information or to guide students through communicative practice. In foreign language learning it is often necessary to present the look and essence of people, places and things common to an entirely new culture. These aspects of a new culture cannot be easily presented through demonstrations done by the unaided teacher. Technology can often present the aspects of the culture quickly and efficiently and with a lasting impact on the student.

As Learning Partner – *Technology-assisted communicative language learning* can provide cues and other stimuli to interaction. It becomes a *communicative partner* for the student. Stimuli might be printed messages, questions, or commands on a computer. Graphic or pictorial cues may be presented on a computer or videorecordings. Various devices, interfaced with one another, might present the student with voice messages, questions, commands, or rejoinders in combination audio, video, or graphic formats The student can initiate or respond to language, and the device can comment or *answer back*. A well-designed *electronic learning partner* has the helpful qualities of being indefatigable, non-critical, and non-threatening.

As Facilitator – *Technology-assisted communicative language learning* systems serve mainly as a means by which students can speak or write. The student may use a word processor to create a story, essay, or speech in the foreign language. Classmates may use a VCR to create a drama or to record a discussion in the foreign language. They may exchange self-recorded audiocassettes or videocassettes with other students and native speakers. Students may use telecommunication devices to confer and discuss with peers in other countries. When acting as a facilitator, technology serves as a means of transmission for student-initiated messages and interaction.

"This view of grammar, which places meaning in a central position, the axis around which all else revolves, speaks not to the traditional grammar-oriented syllabus ..., but rather to one based on a different set of criteria, which views grammar as a necessary means to an end – namely, the accurate and precise transmission and reception of meaning."

–Vicki Galloway
(American Council of Teachers of Foreign Languages)

As Data Source – Technology can provide students and teachers access to information, written, pictorial, or auditory, which can serve as raw material for communicative exchanges or cultural experiences.

As Assessor – Technology can serve to evaluate foreign language performance. Electronic devices can provide visual and oral material for which students are expected to respond, demonstrating their ability to comprehend or to produce language. Technology can evaluate the accuracy of certain kinds of student responses. It can also serve to record language production and interactions for later evaluation by the teacher.

The two essential actors in the effective use of *technology-assisted communicative language learning* systems are the creative classroom teacher using the technology to create a language learning environment and the student actively involved in the learning process. The challenge for the designers of *technology-assisted communicative language learning* is to deliver high-quality, carefully designed systems which support foreign language teachers and students.

Herr Duffy und *Die Spürnasen*

"Herr Duffy kommen Sie bitte hierher! Wir haben eine Frage." The three German III students were trying to solve Case #1 in Spinnaker Software's *Die Spürnasen*, a computer game. To win they had to do all their conferring, questioning of each other, and agreeing on moves to make and the commands to use in German. All the clues, descriptions, facts, directions, suspect backgrounds, etc., appearing on the screen were in German.

Once every week, Herr Duffy scheduled a class period during which a variety of activities were to be pursued simultaneously. Technology played a big part on these days. On this day he had two microcomputers, a VCR and television, one videorecording camera, and ten audiocassette players in the classroom.

Three students used the picture-making feature of Mindscape's *Comic Works* as a communicative game. One student had a picture on paper which could be duplicated using *Comic Works*. As this first student described the scene in German, a second student tried to recreate the picture on the computer. The student could ask any questions he or she wished about the scene – in German – as a third student acted as judge. Points were awarded on the basis of the accuracy of the picture created by the team. Points were deducted for each error in the final picture, any lapses into English, and any major errors in language which caused misunderstandings. After scoring was complete, students used a new picture and changed roles. The high-point team won.

Four students had done poorly on the lesson recently completed by the class. A fourth-year German student, serving as a teacher's aide, coached them through a communicative practice session which was recorded on an audiocassette. Three others interviewed a German exchange student on VCR outside the classroom for later study, discussion, and notetaking.

Another group prepared a newspaper article in German, gathering information from the *Deutschlandspiegel* (Goethe Institute) videocassette series of interviews with famous contemporary Germans.

Six students read and discussed special interest material about traveling through Germany via bicycle and youth hostels.

Herr Duffy moved from group to group. Some groups needed no help; others periodically asked questions. Sometimes a group needed attention in order to keep all members on task. Although the design and the management of this learning environment were a challenge, the gains made in student proficiency were worth the effort.

Summary

Integrating the Foreign Language Curriculum and Technology-Assisted Communicative Language Learning

While foreign language teachers are moving toward more communicative use of existing educational technology, they are faced with the reality that the bulk of the educational technology at hand is oriented toward mechanical drill and practice and that the objectives, around which the materials were designed are often mastery of grammar points rather than the ability to communicate. There is no doubt that *technology-assisted communicative language learning* systems can be used by teachers to strengthen instruction at many points in a communication-based foreign language program. It remains for developers of educational technology for foreign language programs to join with foreign language teachers to create these systems. This project has reserved its *Exemplary* rating for instructional video and microcomputer software programs which can be used as models for such development.

Teachers will add communicative objectives, lessons, tasks, and technology as they discover what best serves their students. This *Resource Guide* will be helpful when teachers are looking for appropriate technology to support instruction. Unfortunately, it will be obvious to one who studies the Recommended Technology section of this

"Authentic tasks are those which invite the learner to do what would be done, in much the same way it would be done, by native users of the language. Authentic tasks have infinitely more appeal [than exercises and drills] to the learner's sense of fairness, importance, and interest."

–Vicki Galloway
(American Council of Teachers of Foreign Languages)

Resource Guide that *technology-assisted communicative language learning* systems are rare. Software and video producers are just beginning to become aware of the instructional changes in foreign language.

Well-chosen technology can improve a communication-based foreign language program if it fulfills the following:

- Does those tasks which the teacher or textbooks cannot do as well unaided (i.e. providing a variety of voices and cultural exposures)
- Guides students through more easily controlled language practice, thus freeing the teacher for more creative tasks with individuals or small groups
- Provides unique stimuli and practice in communicative exercises leading to the goals and objectives stressed in the *Model Curriculum Standards: Foreign Language*
- Provides cues, content, or electronic means for students to engage in extended communication in the foreign language
- Expands the capacity of the teacher for providing communicative interchange experiences to more students simultaneously
- Provides opportunities for students to extend their foreign language practice time and communicative experiences beyond classroom hours (at home, in the library, at lunch time, and before and after school)

Technology is only an aid to the teaching/learning process. The curriculum and its objectives come first. Technology can be reviewed for its potential for attaining these objectives. Technology's inclusion in a foreign language program will not automatically make that program better or more communicative, but it can make a well-planned curriculum more effective, efficient, and exciting.

Phantom Electronics and International Telecommunications

Phantom Electronics, a small electronics manufacturing company in the Sacramento Valley, paid a writer to compose an ad for publication in a Spanish-language trade magazine with extensive circulation in Latin America. The busy owners of the company, Nick and Martha Phantom, soon moved on to other things, forgetting about the ad.

The company was a subscriber to *The Source*, an international telecommunications network serving businesses and individuals. One of *The Source*'s subscriber services is *electronic mail*, which Martha routinely uses. One day, when she checked Phantom's

> *"The most important lesson to be learned from this tour [of educational software] is that teachers' knowledge and experience will be far more valuable in creating and evaluating instructional computer programs ... It should be noted that good programs will only emerge from serious reflection on methods and course content. Good design reflects good teaching concepts; programming must rise to these standards."*
>
> *–Hope, Taylor, & Pusack (University of Iowa)*

electronic mailbox, she found a message written in Spanish.

She and Nick took a copy of the message to the new secretary, Lisa. Nick asked Lisa to find the phone number of the writer who composed the original ad, hoping to hire him to translate the message. Lisa asked if she could see the message. Lisa, it seems, had studied Spanish for four years in high school.

To Nick's surprise, Lisa was able to understand the message. The electronic correspondents expressed an interest in Phantom's newest satellite filter model, the Mark XII. The potential customers wanted to know about prices, shipping costs, and timetables. They were also interested in arranging a demonstration at their headquarters in Guatemala.

Lisa offered to set up a direct computer contact with the Guatemalan company and to communicate with them in Spanish. She explained that her third and fourth year Spanish classes used computer networks to correspond with *electronic pen pals* and regularly teleconferenced with Spanish students throughout the United States and from two schools in their network in México. Lisa had also belonged to the Business Special Interest Group (SIG) on the network and was a member of her high school chapter of the Future Business Leaders of America.

By occasionally referring to a dictionary and with the slower pace of communicating in writing, Lisa could still *converse* in Spanish! Martha and Nick had known about Lisa's secretarial skills, but her Spanish and *electronic networking* skills caught them by surprise. They were also amazed by the extent to which foreign language programs had changed since they were high school students.

Technology in the Curriculum

Foreign Language Curriculum Indexes

Foreign Language Resource Guide

The Foreign Language Curriculum Indexes

The Correlation of Technology and California's Foreign Language Curriculum

Organization of the Foreign Language Indexes

This section identifies the microcomputer software and instructional video program titles most likely to support foreign language teaching objectives. The project has organized the titles of recommended programs according to a format based on the *Model Curriculum Standards: Foreign Language,* in which additional information on these categorizations can be found. Titles are further indexed by language, grade level, and the language level for which a program is most likely to be useful.

Program titles are listed in the The Foreign Language Curriculum Indexes alphabetically by title, grouped by language. They and are indexed for each of three *communicative features*: Function, Content/Context, and Accuracy. In addition to these categories, the project also indicated 1) when a program has content which deals with aspects of the cultures of which the language is a part; and 2) through which *communicative mode* it accomplishes its instruction.

The information in this section represents the best judgment of the reviewers and the project's staff regarding the major instructional objectives of a particular program. Programs may contain content in other unindexed areas which may be of value. *It is always in a teacher's best interest to preview a program before its use to determine its exact content.*

Program Information

Once a title of potential usefulness is identified for some curricular area, the alphabetical listing of titles in the Recommended Technology section of the *Resource Guide* will provide expanded information. That section gives detailed descriptions of programs, evaluative comments, information about classroom settings, equipment requirements, support materials, and cautionary remarks regarding the program.

The Key to the Indexes

The project has used the following categorization for matching technology to the foreign language curriculum. Where necessary, brief examples of the type of information each category represents are provided. (For further descriptions please refer to the *Model Curriculum Standards: Foreign Language.*) Following these examples is an annotated sample entry which illustrates the use of the indexes.

Communicative Modes

This portion of the indexes matches a title to the modes of communcation. The Culture category is designed to indicate when a title uses cultural aspects of the language as a mode of instruction, rather than as a content of instruction.

- **Receptive**
  - Listening
  - Reading
- **Productive**
  - Speaking
  - Writing
- **Culture**
  - Fine Arts
    - Formal aspects of the culture: Religious observance, Music, Visual and performing arts, etc.
  - Signs/Signals
    - Dress, gestures, street signs, map legends, social forms of behavior, etc.

Communicative Features

The communicative features of a title are indicated by the following categorizations. These categorizations are not exclusive of one another. In fact, many titles are listed under more than one of the major headings: Function, Content/Context, or Accuracy. This is due to the design of these programs and the media of their presentation. Where explanation of a category's scope is not clear from its title, illustrative examples are provided.

Communicative Functions

These categories were developed within the framework of the *Model Curriculum Standards: Foreign Language*. They are illustrated by examples of the types of communicative situations each represents.

Observing Social Conventions
Greeting, leave-taking, introducing, telephoning, showing courtesies, etc.
Exchanging Information
Getting and giving information; interviewing; reporting; identifying things, activities, motives, purposes, places, people, etc.
Evaluating & Commenting
Rating, judging, giving opinions, showing interest, showing reference, etc.
Expressing Feelings
Showing sympathy, gratitude, surprise, fear, indifference, boredom, impatience, pain, etc.
Regulating Activities
Commanding, requesting, permitting, offering, agreeing, determining feasibility, etc.
Regulating Conversations
Signalizing, getting attention, clarifying, spelling out, etc.

Content/Context

These categories represent broad groupings of the content of a title's presentation. A title may be listed in one of the following categories as its content corresponds to the categorization or because it presents its content in the context of its categorization.

Number & Alphabet
Time Concepts
Family Members
Food
Objects
Measurements
Interactions with People
Immediate Environment
General Feelings
Daily Activities
Personal Needs
Locations & Geography
Leisure & Free Time
Professions & Occupations
Travel & Transportation
Culture
Current Events

Accuracy Titles which match these categories primarily deal with the acquisition of skills in isolated, uncontextualized, non-functional instructional environments. The categories are broad; additional information regarding the specific objective of the title can be found in the Recommended Technology section of this *Resource Guide*

Structure
Pronunciation
Orthography
Vocabulary

•

Sample Index

This sample Index is one of three indexes for each language. It illustrates the design and use of all the indexes.

Technology in the Foreign Language Curriculum
Function Index

	Spanish			Function						Culture	
Instructional Medium	**Program Title**	**Grade Level**	**Language Level**	**Observing Social Conventions**	**Exchanging Information**	**Evaluating & Commenting**	**Expressing Feelings**	**Regulating Activities**	**Regulating Conversations**	**Fine Arts**	**Signs & Signals**
💾	**Anagramas hispano-americanos**	7-12	1 - 3	L,R W		W,R					●
💾	**Batella de palabras**	9-12	1	W,R					L,R		
📼	**Zarabanda Episode 12**	9-12	2		*		*			●	

L: Listening R: Reading S: Speaking W: Writing *: All Areas

The following is the legend to the Foreign Language Curriculum Indexes. Examples of the various codes can be found in the sample above.

A Description of the Coding Used in the Foreign Language Indexes

Communicative Modes

Communicative modes are indicated by a letter in a box at the intersection of the Communicative Feature (the column headings) and the program title (the row labels). The letters represent the communcative modes as follows:

L – Listening (Receptive Mode)
R – Reading (Receptive Mode)
S – Speaking (Productive Mode)
W – Writing (Productive Mode)
* – All Modes are used by the Title

Grade Levels

Indicated by numerals is the span of grade levels for which the title is appropriate. A title which will be useful in the primary grades, for example, will be listed as K - 3.

Language Levels

The Language Level designation corresponds with the levels described in the *Model Curriculum Standards: Foreign Language*. These levels are expressed in the number of years of language study. Language levels are expressed as single years (First Year, Second Year, etc.), as combinations (Second & Third Years), or as spans (First - Fourth Years) in the indexes. In these indexes, these years will be expressed in numerals.

Medium

The following icons indicate the medium of title:

Microcomputer Software
💾
Instructional Videodisc
📀
Instructional Video
📼

Culture

When a title has cultural content, that content is indicated in the right-most columns of the index. This category of curricular match is indicated by a dot appearing at the intersection of the cultural mode (columns) and the program titles (row).

Technology in the Foreign Language Curriculum
General Function Index

Instructional Medium	Program Title	Grade Level	Language Level		Function					Culture	
	General			Exchanging Information	Evaluating & Commenting	Expressing Feelings	Regulating Activities	Regulating Conversations	Observing Social Conventions	Fine Arts	Signs & Signals
💾	**Alexander**	7-12	1-4	W	W	W	W	W	W		
💾	**Brainz**	2-12	1-4	RW	RW	RW	RW	RW	RW		
💾	**Comic Works**	6-12	1-4	RW	RW	RW	RW	RW	RW	○	○
💾	**Crossword Magic**	4-12	1-3	RW	RW	RW	RW	RW	RW	○	○
💾	**Dasher**	4-12	1-4	RW	RW	RW	RW	RW	RW	○	○
💾	**Gutenberg, Jr.**	7-12	1-4	W	W	W	W	W	W		
💾	**The Linguist**	4-12	1-4	RW	RW	RW	RW	RW	RW		
💾	**Multi-Lingual Story Teller**	4-9	1-2	RW	RW	RW	RW	RW	RW		
💾	**The Other Side**	4-12	1-4	RW LS	RW LS	RW LS	RW LS	RW LS	RW LS		
💾	**Passport: The Coursware Creator**	7-12	1-4	RW	RW	RW	RW	RW	RW		
💾	**Prompt**	9-12	1-4	RW	RW	RW	RW	RW	RW		

R: Reading W: Writing L: Listening S: Speaking *: All Areas

Technology in the Foreign Language Curriculum
General Content/Context Index

	Program Title			Content/Context																		Culture	
Instructional Medium	*General*	Grade Level	Language Level	Number & Alphabet	Time Concepts	Family	Food	Objects	Measurement	Interactions with People	Immediate Environment	Feelings	Daily Activities	Personal Needs	Locations & Geography	Leisure & Free Time	Professions & Occupations	Travel & Transportation	Comparisons	Culture	Current Events	Fine Arts	Signs & Signals
💾	**Alexander**	7-12	1-4	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W		
💾	**Brainz**	2-12	1-4	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW		
💾	**Comic Works**	6-12	1-4	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	○	○
💾	**Crossword Magic**	4-12	1-3	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	○	○
💾	**Dasher**	4-12	1-4	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	○	○
💾	**Gutenberg, Jr.**	7-12	1-4	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W		
💾	**The Linguist**	4-12	1-4	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW		
💾	**Multi-Lingual Story Teller**	4-9	1-2	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW		

R: Reading W: Writing L: Listening S: Speaking *: All Areas

Technology in the Foreign Language Curriculum
General Content/Context Index

	Program Title			Content/Context																		Culture	
Instructional Medium	*General*	Grade Level	Language Level	Number & Alphabet	Time Concepts	Family	Food	Objects	Measurement	Interactions with People	Immediate Environment	Feelings	Daily Activities	Personal Needs	Locations & Geography	Leisure & Free Time	Professions & Occupations	Travel & Transportation	Comparisons	Culture	Current Events	Fine Arts	Signs & Signals
💾	The Other Side	4-12	1-4	RW LS	RW LS	RW LS	RW LS	RW LS	RW LS	RW LS	RW LS	RW LS	RW LS	RW LS	RW LS	RW LS	RW LS	RW LS	RW LS	RW LS	RW LS		
💾	Passport: The Courseware Creator	7-12	1-4	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW		
💾	Prompt	9-12	1-4	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW		

R: Reading W: Writing L: Listening S: Speaking *: All Areas

Technology in the Foreign Language Curriculum
General Accuracy Index

Instructional Medium	Program Title	Grade Level	Language Levels	Accuracy				Culture	
	General			Structure	Pronunciation	Orthography	Vocabulary	Fine Arts	Signs & Signals
💾	Alexander	7-12	1-4	W	W	W	W		
💾	Brainz	2-12	1-4	RW	RW	RW	RW		
💾	Comic Works	6-12	1-4	RW	RW	RW	RW	○	○
💾	Crossword Magic	4-12	1-3	RW	RW	RW	RW	○	○
💾	Dasher	4-12	1-4	RW	RW	RW	RW	○	○
💾	Gutenberg, Jr.	7-12	1-4	W	W	W	W		
💾	The Linguist	4-12	1-4	RW	RW	RW	RW		
💾	Multi-Lingual Story Teller	4-9	1-2	RW	RW	RW	RW		
💾	The Other Side	4-12	1-4	RW LS	RW LS	RW LS	RW LS		
💾	Passport: The Courseware Creator	7-12	1-4	RW	RW	RW	RW		
💾	Prompt	9-12	1-4	RW	RW	RW	RW		

R: Reading W: Writing L: Listening S: Speaking *: All Areas

Technology in the Foreign Language Curriculum
French Function Index

Instructional Medium	Program Title French	Grade Level	Language Level	Function						Culture	
				Exchanging Information	Evaluating & Commenting	Expressing Feelings	Regulating Activities	Regulating Conversations	Observing Social Conventions	Fine Arts	Signs & Signals
💾	**Associations 2**	7-12	2-3								
📼	**A Vous la France!** *(15 episodes)*	9-12	1-2	LR	LR	LR			LR	○	○
💾	**Bataille de Mots**	4-12	1-4	RW							
📼	**Chroniques de France**	9-12	2-4	LR	LR					○	
💾	**Dasher Drills for Contacts**	9-12	1-2								
💾	**Dasher Drills for Découverte et Création**	9-12	4								
📼	**Daumier: Chroniquer d'une Époque**	9-12	3-4	L	L	L			L	○	○
💾	**Différenciations**	7-12	2-3								
💾	**En Vacances**	7-12	1-2	RW	RW	RW	RW			○	○
💾	**En Ville**	7-12	1-2	RW	RW	RW	RW			○	○
💾	**Foreign Frenzy – French**	7-12	1-2								
💾	**Foreign Language Instruction – French Level 1**	9-12	1-2	RW	RW	RW	RW	RW	RW	○	○
📼	**France from Within, Tape 1** *(11 pisodes)*	9-12	1-4	LR	LR	LR	LR		LR	○	○
💾	**French Achievement I**	7-12	1-2								

R: Reading W: Writing L: Listening S: Speaking *: All Areas

Technology in the Foreign Language Curriculum
French Function Index

	Program Title			Function						Culture	
Instructional Medium	French	Grade Level	Language Level	Exchanging Information	Evaluating & Commenting	Expressing Feelings	Regulating Activities	Regulating Conversations	Observing Social Conventions	Fine Arts	Signs & Signals
💾	French Achievement II	7-12	3-4								
💾	French Achievement III	9-12	3-4								
📼	French Commercials	9-12	1-4	LR	LR				LR	○	○
💾	French for Mastery	7-12	1	RW							
💾	French Grammar Computerized I	7-12	1								
💾	French Grammar Computerized II	7-12	2								
💾	French Idiom Master	7-12	1-4	RW		RW	RW				
💾	French Micro SCRABBLE™	3-12	1-4								
💾	French Vocabulary Games	4-12	1-4	RW	RW	RW	RW	RW	RW	○	○
💾	French Word Order	9-12	1-4								
💾	Guide de l'Enseignant	4-12	1-2	RW	RW	RW	RW	RW	RW	○	○
💾	Homophones	7-12	1-2								
📼	Introduction au Passé	9-12	1-2	LR W	LR W	LR W	LR W				
💾	Jack Bombe	7-12	2-4	RW	RW	RW			RW		○

R: Reading W: Writing L: Listening S: Speaking *: All Areas

Technology in the Foreign Language Curriculum
French Function Index

Instructional Medium	Program Title	Grade Level	Language Level	Function						Culture	
	French			Exchanging Information	Evaluating & Commenting	Expressing Feelings	Regulating Activities	Regulating Conversations	Observing Social Conventions	Fine Arts	Signs & Signals
💾	**Jeux de Vocabulaire**	3-12	1-2								
💾	**Jeux Mathématiques Classiques**	K-6	1-2		RW						
💾	**La Boîte à Puces**	5-12	1-2	RW	RW		RW				
📼	**La France Telle Qu'elle Est** *(5 episodes)*	9-12	1-2	LR						○	○
📼	**La Marée et Ses Secrets** *(5 episodes)*	9-12	1-4	LR	LR		LR	LR	LR	○	○
💾	**La Parade des Marionnettes**	1-5	1-2	RW	RW						
📼	**La Télé des Français Series**	7-12	2-4	RL	RL		RL	RL	RL		○
💾	**Le Complot du Bourdon**	3-6	1-2	RW	RW						
💾	**Le Déménagement**	7-12	1-2	RW			RW	RW			○
💾	**Le Messagier**	4-7	1-2	W	W	W	W	W	W	○	○
📼	**Le Petit Shaperon Rouge**	4-12	1-2	LR						○	○
💾	**Le Temple d'Apshaï**	7-12	1-4	RW			RW				
📼	**Les Aventures de M. Carré** *(3 episodes)*	7-12	1-2	LR	LR		LR		LR		○
💾	**Les Chemins de Louise-Étienne**	3-7	1-2	RW	RW				RW		

R: Reading W: Writing L: Listening S: Speaking *: All Areas

Technology in the Foreign Language Curriculum
French Function Index

	Program Title			Function						Culture	
Instructional Medium	French	Grade Level	Language Level	Exchanging Information	Evaluating & Commenting	Expressing Feelings	Regulating Activities	Regulating Conversations	Observing Social Conventions	Fine Arts	Signs & Signals
💾	Les Jeux du Bourdon	K-4	1-2	RW	RW						
💾	Le Puzzles de Gertrude	3-8	1-2	RW	RW		RW				
💾	Le Secrets de Gertrude	K-6	1-2	RW	RW		RW				
💾	Les Sports	7-12	1-2	RW	RW			RW			○
📼	Les Trois Ours	4-12	1-2	LS	LS						
📼	Les Verbes Pronominaux	9-12	2-3	LR W	LR W	LR W	LR W				
💾	L'Hôtel des Marionnettes	3-6	1-2	RW			RW				
💾	L'Odyssée du Robot	4-12	1-2	RW	RW		RW				
💾	M-ss-ng L-nks – Le Mot Juste	3-12	1-4		RW						
💾	Mésaventures Culturelles	9-12	1-4	RW	RW				RW	○	○
💾	Paris en Métro	7-12	1-2	RW			RW	RW		○	○
📼	Parlez-moi 1 *(24 episodes)*	7-12	1-4	LR					LR		○
📼	Parlez-moi 2 *(10 episodes)*	9-12	1-2	LR					LR		○
💾	Poker Pari	9-12	1-2	RW	RW		RW		RW		

R: Reading W: Writing L: Listening S: Speaking *: All Areas

Technology in the Foreign Language Curriculum
French Function Index

Instructional Medium	Program Title	Grade Level	Language Level	Function						Culture	
	French			Exchanging Information	Evaluating & Commenting	Expressing Feelings	Regulating Activities	Regulating Conversations	Observing Social Conventions	Fine Arts	Signs & Signals
💾	**Préparation à la Lecture et à l'Addition**	K-4	1-2	RW	RW						
💾	**Profession: Detective (Snooper Troops Case #2)**	3-8	1-4	RW			RW				○
💾	**R.S.V.P.**	7-12	1-4	WR	WR				WR		○
💾	**Racines**	6-12	1-2								
📼	**SALUT!** *(25 episodes)*	7-12	1	LR	LR		LR		LR		○
💾	**Scénario (Kidwriter) – Levels I & II**	3-8	1-4	W	W	W	W	W	W	○	○
📼	**Téléfrançais** *(10 episodes)*	3-8	1	RL	RL		RL				○
💾	**Tic-Tac-Show**	2-12	1-2	RW	RW	RW	RW	RW	RW	○	○
📼	**Touring Paris** *(5 episodes)*	9-12	2	LR	LR	LR		LR	LR	○	○
💾	**Un Repas Français**	7-12	1-2	RW	RW						○

R: Reading W: Writing L: Listening S: Speaking *: All Areas

Technology in the Foreign Language Curriculum
French Content/Context Index

	Program Title			Content/Context																		Culture	
Instructional Medium	French	Grade Level	Language Level	Number & Alphabet	Time Concepts	Family	Food	Objects	Measurement	Interactions with People	Immediate Environment	Feelings	Daily Activities	Personal Needs	Locations & Geography	Leisure & Free Time	Professions & Occupations	Travel & Transportation	Comparisons	Culture	Current Events	Fine Arts	Signs & Signals
💾	**Associations 2**	7-12	2-3																				
📼	**A Vour la France!** *(15 episodes)*	9-12	1-2	LR	LR	LR	LR	LR	LR	LR	LR		LR	LR	LR	LR	LR	LR	LR	LR	LR	○	○
💾	**Bataille de Mots**	4-12	1-4				RW	RW			RW		RW				RW		RW				
📼	**Chroniques de France**	9-12	2-4		LR			LR	LR	LR	LR		LR		LR		LR	LR			LR	○	
💾	**Dasher Drills for Contacts**	9-12	1-2																				
💾	**Dasher Drills for Découverte et Création**	9-12	4																				
📼	**Daumier: Chroniqueur d'une Époque**	9-12	3-4		L			L		L		L		L		L	L		L	L	L		
💾	**Différenciations**	7-12	2-3																				

R: Reading W: Writing L: Listening S: Speaking *: All Areas

Technology in the Foreign Language Curriculum
French Content/Context Index

Instructional Medium	Program Title French	Grade Level	Language Level	Number & Alphabet	Time Concepts	Family	Food	Objects	Measurement	Interactions with People	Immediate Environment	Feelings	Daily Activities	Personal Needs	Locations & Geography	Leisure & Free Time	Professions & Occupations	Travel & Transportation	Comparisons	Culture	Current Events	Culture: Fine Arts	Culture: Signs & Signals
💾	**En Vacances**	7-12	1-2				RW	RW		RW		RW			RW	RW	RW	RW	RW	RW		○	○
💾	**En Ville**	7-12	1-2					RW		RW	RW	RW	RW	RW			RW	RW				○	○
💾	**Foreign Frenzy - French**	7-12	1-2				RW	RW						RW	RW				RW				
💾	**Foreign Language Instruction – French Level I**	9-12	1-2	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	○	○
📼	**France from Within, Tape 1** *(11 episodes)*	9-12	1-4				LR	LR	LR	LR		LR	LR	LR		LR	LR		LR	LR	LR	○	○
💾	**French Achievement I**	7-12	1-2						RW		RW		RW	RW					RW	RW			
💾	**French Achievement II**	7-12	1-4						RW		RW		RW	RW					RW	RW			
💾	**French Achievement III**	9-12	3-4						RW		RW		RW	RW					RW	RW			

R: Reading W: Writing L: Listening S: Speaking *: All Areas

Technology in the Foreign Language Curriculum
French Content/Context Index

	Program Title			Content/Context																		Culture	
Instructional Medium	French	Grade Level	Language Level	Number & Alphabet	Time Concepts	Family	Food	Objects	Measurement	Interactions with People	Immediate Environment	Feelings	Daily Activities	Personal Needs	Locations & Geography	Leisure & Free Time	Professions & Occupations	Travel & Transportation	Comparisons	Culture	Current Events	Fine Arts	Signs & Signals
📼	**French Commercials**	9-12	1-4				LR	LR	LR					LR			LR		LR			○	○
💾	**French for Mastery**	7-12	1			RW	RW	RW	RW		RW	RW	RW	RW	RW	RW							
💾	**French Grammar Computerized I**	7-12	1																				
💾	**French Grammar Computerized II**	7-12	2																				
💾	**French Idiom Master**	7-12	1-4		RW					RW	RW	RW	RW	RW		RW							
💾	**French Micro SCRABBLE™**	3-12	1-4																				
💾	**French Vocabulary Games**	4-12	1-4	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	○	○
💾	**French Word Order**	9-12	1-4																				

R: Reading W: Writing L: Listening S: Speaking *: All Areas

Technology in the Foreign Language Curriculum
French Content/Context Index

Program Title				Content/Context																		Culture	
Instructional Medium	French	Grade Level	Language Level	Number & Alphabet	Time Concepts	Family	Food	Objects	Measurement	Interactions with People	Immediate Environment	Feelings	Daily Activities	Personal Needs	Locations & Geography	Leisure & Free Time	Professions & Occupations	Travel & Transportation	Comparisons	Culture	Current Events	Fine Arts	Signs & Signals
💾	Guide de l'Enseignant	4-12	1-2	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	○	○
💾	Homophones	7-12	1-2																				
💾	Introduction au Pass	9-12	1-2		LR W		LR W	LR W		LR W	LR W	LR W	LR W	LR W	LR W								
💾	Jack Bombe	7-12	2-4							RW													○
💾	Jeux de Vocabulaire	3-12	1-2	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW		
📼	Jeux Mathématiques Classiques	K-6	1-2	RW																			
💾	La Boîte à Puces	5-12	1-2					RW	RW										RW				
📼	La France Telle Qu'elle Est *(5 episodes)*	9-12	1-2				LR			LR			LR			LR	LR	LR	LR	LR		○	○

R: Reading W: Writing L: Listening S: Speaking *: All Areas

Technology in the Foreign Language Curriculum
French Content/Context Index

Instructional Medium	Program Title: French	Grade Level	Language Level	Content/Context: Number & Alphabet	Time Concepts	Family	Food	Objects	Measurement	Interactions with People	Immediate Environment	Feelings	Daily Activities	Personal Needs	Locations & Geography	Leisure & Free Time	Professions & Occupations	Travel & Transportation	Comparisons	Culture	Current Events	Culture: Fine Arts	Signs & Signals
📼	**La Marée et Ses Secrets** *(5 episodes)*	9-12	1-4							LR	LR		LR	LR		LR						○	○
💾	**La Parade des Marionnettes**	1-5	1-2																RW			○	○
📼	**La Télé des Français Series**	7-12	2-4	RW				RW	RW	RW			RW	RW			RW		RW	RW		○	○
💾	**Le Complot du Bourdon**	3-6	1-2	RW																RW			
💾	**Le Déménagement**	7-12	1-2			RW	RW	RW		RW	RW		RW				RW						○
💾	**Le Messagier**	4-7	1-2	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	○	○
📼	**Le Petit Shaperon Rouge**	4-12	1-2			LR	LR	LR			LR	LR										○	○
💾	**Le Temple d'Apshaï**	7-12	1-4																				

R: Reading W: Writing L: Listening S: Speaking *: All Areas

Technology in the Foreign Language Curriculum
French Content/Context Index

Program Title				Content/Context																		Culture	
Instructional Medium	French	Grade Level	Language Level	Number & Alphabet	Time Concepts	Family	Food	Objects	Measurement	Interactions with People	Immediate Environment	Feelings	Daily Activities	Personal Needs	Locations & Geography	Leisure & Free Time	Professions & Occupations	Travel & Transportation	Comparisons	Culture	Current Events	Fine Arts	Signs & Signals
📼	Les Aventures de M. Carré *(3 episodes)*	7-12	1-2				LR	LR		LR	LR		LR	LR		LR		LR		LR			○
💾	Les Chemins de Louise-Etienne	3-7	1-2																				
💾	Les Jeux du Bourdon	K-4	1-2	RW															RW				
💾	Les Puzzles de Gertrude	3-8	1-2	RW				RW	RW										RW				
💾	Les Secrets de Gertrude	K-6	1-2	RW				RW	RW										RW				
💾	Les Sports	7-12	1-2							RW					RW	RW					RW		○
📼	Les Trois Ours	4-12	1-2				LS	LS	LS	LS	LS									LS			
💾	Les Verbes Pronominaux	9-12	2-3																				

R: Reading W: Writing L: Listening S: Speaking ○: All Areas

Technology in the Foreign Language Curriculum
French Content/Context Index

	Program Title			Content/Context																		Culture	
Instructional Medium	French	Grade Level	Language Level	Number & Alphabet	Time Concepts	Family	Food	Objects	Measurement	Interactions with People	Immediate Environment	Feelings	Daily Activities	Personal Needs	Locations & Geography	Leisure & Free Time	Professions & Occupations	Travel & Transportation	Comparisons	Culture	Current Events	Fine Arts	Signs & Signals
💾	L'Hôtel des Marionnettes	3-6	1-2					LW	LW										LW				
💾	L'Odyssé du Robot	4-12	1-2					RW	RW										RW				
💾	M-ss-ng L-nks – Le Mot Juste (French Editor)	3-12	1-4	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW		
💾	Mésaventures Culturelles	9-12	1-4	RW	RW		RW	RW		RW			RW		RW		RW	RW				○	○
💾	Paris en Métro	7-12	1-2	RW							RW		RW	RW		RW		RW		RW		○	○
📼	Parlez-moi 1 *(24 episodes)*	7-12	1-4			LR	LR	LR	LR	LR	LR		LR	LR		LR	LR	LR	LR				○
📼	Parlez-moi 2 *(10 episodes)*	9-12	1-2					LR		LR				LR		LR	LR	LR	LR				○
💾	Poker Pari	9-12	1-2	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	○	

R: Reading W: Writing L: Listening S: Speaking *: All Areas

Technology in the Foreign Language Curriculum
French Content/Context Index

Instructional Medium	Program Title French	Grade Level	Language Level	Content/Context Number & Alphabet	Time Concepts	Family	Food	Objects	Measurement	Interactions with People	Immediate Environment	Feelings	Daily Activities	Personal Needs	Locations & Geography	Leisure & Free Time	Professions & Occupations	Travel & Transportation	Comparisons	Culture	Current Events	Culture Fine Arts	Signs & Signals
💾	**Préparation à la Lecture et à l'Addition**	K-4	1-2	RW																			
💾	**Profession: Detective (Snooper Troops Case #2)**	3-8	1-4																				
💾	**R.S.V.P.**	7-12	1-4		WR		WR	WR	WR	WR			WR						WR		WR		○
💾	**Racines**	6-12	1-2																				
📼	**SALUT!** *(25 episodes)*	7-12	1	LR	LR	LR	LR	LR	LR	LR	LR	LR	LR	LR	LR	LR	LR	LR	LR	LR	LR		○
💾	**Scénario (Kidwriter) – Levels I & II**	3-8	1-4	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W		
📼	**Téléfrançais** *(10 episodes)*	3-8	1	RL				RL	RL	RL			RL	RL			RL		RL	RL			○
💾	**Tic-Tac-Show**	2-12	1-2	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW		

R: Reading W: Writing L: Listening S: Speaking *: All Areas

Technology in the Foreign Language Curriculum
French Content/Context Index

	Program Title			Content/Context																		Culture	
Instructional Medium	French	Grade Level	Language Level	Number & Alphabet	Time Concepts	Family	Food	Objects	Measurement	Interactions with People	Immediate Environment	Feelings	Daily Activities	Personal Needs	Locations & Geography	Leisure & Free Time	Professions & Occupations	Travel & Transportation	Comparisons	Culture	Current Events	Fine Arts	Signs & Signals
📼	**Touring Paris** *(5 episodes)*	9-12	3		LR		LR			LR	LR	LR		LR				LR	LR	LR		○	○
💾	**Un Repas Français**	7-12	1-2				RW		RW								RW						○

R: Reading W: Writing L: Listening S: Speaking *: All Areas

Technology in the Foreign Language Curriculum
French Accuracy Index

Instructional Medium	Program Title			Accuracy				Culture	
	French	Grade Level	Language Levels	Structure	Pronunciation	Orthography	Vocabulary	Fine Arts	Signs & Signals
💾	**Associations 2**	7-12	2-3	RW			RW		
📼	**A Vous la France!** *(15 episodes)*	9-12	1-2	LR	LR	LR	LR	○	○
💾	**Bataille de Mots**	4-12	1-4	RW	RW	RW	RW		
📼	**Chroniques de France**	9-12	2-4						
💾	**Dasher Drills for Contacts**	9-12	1-2	RW		RW	RW		
💾	**Dasher Drills for Découverte et Création**	9-12	4	RW		RW	RW		
📼	**Daumier: Chroniquer d'une Époque**	9-12	3-4						
💾	**Différenciations**	7-12	2-3	WR		WR	WR		
💾	**En Vacances**	7-12	1-2	RW		RW	RW	○	○
💾	**En Ville**	7-12	1-2	RW		RW	RW	○	○
💾	**Foreign Frenzy - French**	7-12	1-2	RW			RW		
💾	**Foreign Language Instruction – French, Level 1**	9-12	1-2	RW	RW	RW	RW	○	○
📼	**France From Within, Tape 1** *(11 episodes)*	9-12	1-4	LR	LR		LR	○	○
💾	**French Achievement I**	7-12	1-2	RW		RW	RW		

R: Reading W: Writing L: Listening S: Speaking *: All Areas

Technology in the Foreign Language Curriculum
French Accuracy Index

	Program Title			Accuracy				Culture	
Instructional Medium	*French*	Grade Level	Language Levels	Structure	Pronunciation	Orthography	Vocabulary	Fine Arts	Signs & Signals
💾	French Achievement II	7-12	3-4	RW		RW	RW		
💾	French Achievement III	9-12	3-4	RW		RW	RW		
📼	French Commercials	9-12	1-4	LR		LR	LR	○	○
💾	French for Mastery	7-12	1	RW		RW	RW		
💾	French Grammar Computerized II	7-12	1	RW			RW		
💾	French Grammar Computerized II	7-12	2	RW			RW		
💾	French Idiom Master	7-12	1-4	RW		RW	RW		
💾	French Micro SCRABBLE™	3-12	1-4		WR				
💾	French Vocabulary Games	4-12	1-4	RW	RW	RW	RW	○	○
💾	French Word Order	9-12	1-4	RW					
💾	Guide de l'Enseignant	4-12	1-2	RW	RW	RW	RW	○	○
💾	Homophones	7-12	1-2	RW			RW		
📼	Introduction au Passé	9-12	1-2	LR W	LR W	LR W			
💾	Jack Bombe	7-12	2-4						

R: Reading W: Writing L: Listening S: Speaking *: All Areas

Technology in the Foreign Language Curriculum
French Accuracy Index

Instructional Medium	Program Title	Grade Level	Language Levels	Accuracy				Culture	
	French			Structure	Pronunciation	Orthography	Vocabulary	Fine Arts	Signs & Signals
💾	**Jeux de Vocabulaire**	3-12	1-2	RW		RW	RW		
💾	**Jeux Mathématiques Classiques**	K-6	1-2			RW	RW		
💾	**La Boîte á Puces**	5-12	1-2						
📼	**La France Telle Qu'elle Est** *(5 episodes)*	9-12	1-2	LR	LR		LR	○	○
📼	**La Marée et Ses Secrets** *(5 episodes)*	9-12	1-4	LR	LR	LR	LR	○	○
💾	**La Parade des Marionettes**	1-5	1-2						
📼	**La Télé des Français Series**	7-12	2-4	RL		RL	RL		
💾	**Le Complot du Bourdon**	3-6	1-2						
💾	**Le Déménagement**	7-12	1-2	RW		RW	RW		
💾	**Le Messagier**	4-7	1-2			W			
📼	**Le Petit Shaperon Rouge**	4-12	1-2	LR	LR		LR		
💾	**Le Temple d'Aphshaï**	7-12	1-4						
📼	**Les Aventures de M. Carré** *(3 episodes)*	7-12	1-2		LR		LR		
💾	**Les Chemins de Louis-Étienne**	3-7	1-2	RW		RW			

R: Reading W: Writing L: Listening S: Speaking *: All Areas

Technology in the Foreign Language Curriculum
French Accuracy Index

Instructional Medium	Program Title			Accuracy				Culture	
	French	Grade Level	Language Levels	Structure	Pronunciation	Orthography	Vocabulary	Fine Arts	Signs & Signals
💾	**Les Jeux du Bourdon**	K-4	1-2						
💾	**Les Puzzles de Gertrude**	3-8	1-2						
💾	**Les Secrets de Gertrude**	K-6	1-2						
💾	**Les Sports**	7-12	1-2	RW		RW	RW		○
📼	**Les Trouis Ours**	4-12	1-2		LS		LS		
💾	**Les Verbes Pronominaux**	9-12	2-3	LR W	LR W	LR W			
💾	**L'Odyssée du Robot**	4-12	1-2						
💾	**M-ss-ng L-nks – Le Mot Juste (French Editor)**	3-12	1-4	RW			RW		
💾	**Mésaventures Culturelles**	9-12	1-4			RW	RW	○	○
💾	**Paris en Métro**	7-12	1-2	RW		RW	RW	○	○
📼	**Parlez-moi 1** ***(24 episodes)***	7-12	1-4	LR		LR	LR	○	○
📼	**Parlez-moi 1** ***(10 episodes)***	9-12	1-2	LR		LR	LR		○
💾	**Poker Pari**	9-12	1-2	RW		RW	RW		
💾	**Préparation à la Lecture et à l'Addition**	K-4	1-2			RW	RW		

R: Reading W: Writing L: Listening S: Speaking *: All Areas

Technology in the Foreign Language Curriculum
French Accuracy Index

Instructional Medium	Program Title			Accuracy				Culture	
	French	Grade Level	Language Levels	Structure	Pronunciation	Orthography	Vocabulary	Fine Arts	Signs & Signals
💾	**Profession: Detective (Snooper Troops Case #2)**	3-8	1-4						
💾	**R.S.V.P.**	7-12	1-4						
💾	**Racines**	6-12	1-2	RW		RW	RW		
📼	**SALUT!** *(25 episodes)*	7-12	1	LR	LR		LR		
💾	**Scénario (Kidwriter) – Levels I & II**	3-8	1-4	W	W	W	W	○	○
📼	**Téléfrançais** *(10 episodes)*	3-8	1	RL	RL		RL		○
💾	**Tic-Tac-Show**	2-12	1-2	RW	RW	RW	RW	○	○
📼	**Touring Paris** *(5 episodes)*	9-12	2	LR	LR	LR	LR	○	○
💾	**Un Repas Français**	7-12	1-2	RW		RW	RW		○

R: Reading W: Writing L: Listening S: Speaking *: All Areas

Technology in the Foreign Language Curriculum
German Function Index

Instructional Medium	Program Title German	Grade Level	Language Level	Function Exchanging Information	Evaluating & Commenting	Expressing Feelings	Regulating Activities	Regulating Conversations	Observing Social Conventions	Culture Fine Arts	Signs & Signals
💾	**Apfelschuss**	7-12	1								
📼	**Berlin**	7-12	2-3	RL						○	
💾	**Bilder raten**	3-6	1-4								
💾	**Dasher**	9-12	1-4	RW	RW	RW	RW	RW	RW		
💾	**Dasher Drills for *Deutsch heute***	9-12	1-4	RW	RW	RW	RW	RW	RW		
💾	**Dasher Drills for *Deutsche Sprache und Landeskunde***	9-12	1-4	RW	RW	RW	RW	RW	RW		
💾	**Deutsch Aktuell 1**	9-12	1								
📼	**Deutsch Direkt!** ***(20 episodes)***	9-12	1-2	RL	RL	RL	RL	RL	RL	○	○
📼	**Deutschlandspiegel** ***(5 episodes)***	10-12	3-4	RL	RL	RL	RL	RL	RL	○	○
📼	**Die Postkarte**	9-12	3	L	L	L			L	○	○
💾	**Eine Reise durch Deutschland**	7-12	1-4	RW	RW				RW	○	○
📼	**Gabi und Frank** ***(12 episodes)***	9-12	1	RL	RL		RL		RL	○	○
💾	**German Achievement I**	7-12	1-2								
📼	**German Commercials**	9-12	1-4	RL		RL			RL	○	○

R: Reading W: Writing L: Listening S: Speaking *: All Areas

Technology in the Foreign Language Curriculum
German Function Index

Instructional Medium	Program Title			Function						Culture	
	German	Grade Level	Language Level	Exchanging Information	Evaluating & Commenting	Expressing Feelings	Regulating Activities	Regulating Conversations	Observing Social Conventions	Fine Arts	Signs & Signals
💾	**German Idiom Master**	7-12	1-4	RW		RW	RW				
💾	**German Vocabulary Games**	4-12	1-4	RW	RW	RW	RW	RW	RW		
💾	**German Word Order**	9-12	1-4								
💾	**Geschichtenschreiber (Kidwriter) - Levels I & II**	3-8	1-4	W	W	W	W	W	W		
💾	**M-ss-ng L-nks - Wortspiel**	3-12	1-4		RW						
💾	**Morgens geht Fritz zur Schule**	9-12	1-2								
📼	**Partner Video Sequences** *(55 episodes)*	9-12	3-4	RL	RL	RL		RL	RL	○	○
💾	**Poker Parat**	9-12	1-2	RW	RW		RW		RW		
📼	**26 Deutsche Kulturfilme** *(26 programs)*	9-12	3-4	RL	RL	RL			RL	○	○
💾	**Wortgefecht**	4-12	1-4	RW							

R: Reading W: Writing L: Listening S: Speaking *: All Areas

Technology in the Foreign Language Curriculum
German Content/Context Index

	Program Title			Content/Context																		Culture	
Instructional Medium	German	Grade Level	Language Level	Number & Alphabet	Time Concepts	Family	Food	Objects	Measurement	Interactions with People	Immediate Environment	Feelings	Daily Activities	Personal Needs	Locations & Geography	Leisure & Free Time	Professions & Occupations	Travel & Transportation	Comparisons	Culture	Current Events	Fine Arts	Signs & Signals
💾	Apfelschuss	7-12	1		RW		RW	RW			RW		RW				RW						
📼	Berlin	7-12	2-3												RL					RL		○	
💾	Bilder raten	3-6	1-4																				
💾	Dasher	4-12	1-4	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW		
💾	Dasher Drills for *Deutsch heute*	9-12	3-4	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW		
💾	Dasher Drills for *Deutsche Sprache und Landeskunde*	9-12	3-4	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW		
💾	Deutsch Aktuell 1	9-12	1																				
📼	Deutsch Direkt! (20 episodes)	9-12	1-2	RL	RL	RL	RL	RL	RL	RL	RL	RL	RL	RL	RL	RL	RL	RL	RL	RL	RL	○	○

R: Reading W: Writing L: Listening S: Speaking *: All Areas

Technology in the Foreign Language Curriculum
German Content/Context Index

	Program Title			**Content/Context**																		**Culture**	
Instructional Medium	***German***	**Grade Level**	**Language Level**	**Number & Alphabet**	**Time Concepts**	**Family**	**Food**	**Objects**	**Measurement**	**Interactions with People**	**Immediate Environment**	**Feelings**	**Daily Activities**	**Personal Needs**	**Locations & Geography**	**Leisure & Free Time**	**Professions & Occupations**	**Travel & Transportation**	**Comparisons**	**Culture**	**Current Events**	**Fine Arts**	**Signs & Signals**
📼	**Deutschlandspiegel** ***(5 episodes)***	**10-12**	**3-4**							**RL**	**RL**	**RL**	**RL**		**RL**		**RL**			**RL**		○	○
📼	**Die Postkarte**	**9-12**	**3**			**L**	**L**			**L**	**L**	**L**	**L**	**L**								○	○
💾	**Eine Reise durch Deutschland**	**7-12**	**1-4**										**RW**							**RW**	**RW**	○	○
📼	**Gabi und Frank** ***(12 episodes)***	**9-12**	**1**	**RL**						**RL**		**RL**	**RL**	**RL**	**RL**	**RL**	**RL**	**RL**		**RL**		○	○
💾	**German Achievement I**	**7-12**	**1-2**					**RW**		**RW**			**RW**	**RW**					**RW**	**RW**			
📼	**German Commercials**	**9-12**	**1-4**				**RL**	**RL**	**RL**					**RL**			**RL**		**RL**			○	○
💾	**German Idiom Master**	**7-12**	**1-4**		**RW**					**RW**	**RW**	**RW**	**RW**	**RW**		**RW**							
💾	**German Vocabulary Games**	**4-12**	**1-4**	**RW**	**RW**	**RW**	**RW**	**RW**	**RW**	**RW**	**RW**	**RW**	**RW**	**RW**	**RW**	**RW**	**RW**	**RW**	**RW**	**RW**	**RW**		

R: Reading W: Writing L: Listening S: Speaking *: All Areas

Technology in the Foreign Language Curriculum
German Content/Context Index

Instructional Medium	Program Title German	Grade Level	Language Level	Number & Alphabet	Time Concepts	Family	Food	Objects	Measurement	Interactions with People	Immediate Environment	Feelings	Daily Activities	Personal Needs	Locations & Geography	Leisure & Free Time	Professions & Occupations	Travel & Transportation	Comparisons	Culture	Current Events	Culture Fine Arts	Culture Signs & Signals
💾	**German Word Order**	9-12	1-4																				
💾	**Geschichtenschreiber Levels I & II**	3-8	1-4	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W		
💾	**M-ss-ng L-nks - Wortspiel**	3-12	1-4	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW		
💾	**Morgens geht Fritz zur Schule**	9-12	1-2								RW		RW		RW								
📼	**Partner Video Sequences** *(55 episodes)*	9-12	3-4	RL	RL	RL	RL	RL	RL	RL	RL	RL	RL	RL	RL	RL	RL	RL	RL	RL	RL		
💾	**Poker Parat**	9-12	1-2	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW		
📼	**26 Deutsche Kulturfilme** *(26 programs)*	9-12	3-4				RL	RL		RL	RL			RL	RL	RL	RL	RL	RL			○	○
💾	**Wortgefecht**	4-12	1-4				RW	RW			RW		RW			RW		RW					

R: Reading W: Writing L: Listening S: Speaking *: All Areas

Technology in the Foreign Language Curriculum
German Accuracy Index

Instructional Medium	Program Title			Accuracy				Culture	
	German	Grade Level	Language Levels	Structure	Pronunciation	Orthography	Vocabulary	Fine Arts	Signs & Signals
💾	**Apfelschuss**	7-12	1			RW	RW		
📼	**Berlin**	7-12	2-3	RL	RL	RL	RL	○	
💾	**Bilder raten**	3-6	1-4				RW		
💾	**Dasher**	4-12	1-4	RW	RW	RW	RW		
💾	**Dasher Drills for *Deutsch heute***	9-12	3-4	RW		RW	RW		
💾	**Dasher Drills for *Deutsche Sprache und Landeskunde***	9-12	3-4	RW		RW	RW		
💾	**Deutsch Aktuell 1**	9-12	1	RW		RW	RW		
📼	**Deutsch Direkt!** ***(20 episodes)***	9-12	1-2	RL	RL		RL	○	○
📼	**Deutschlandspiegel** ***(5 episodes)***	10-12	3-4	RL	RL		RL	○	○
📼	**Die Postkarte**	9-12	3	L	L		L	○	○
💾	**Eine Reise durch Deutschland**	7-12	1-4						
📼	**Gabi und Frank** ***(12 episodes)***	9-12	1	RL	RL		RL	○	○
💾	**German Achievement I**	7-12	1-2	RW		RW	RW		
📼	**German Commercials**	9-12	1-4	RL	RL		RL	○	○

R: Reading W: Writing L: Listening S: Speaking *: All Areas

Technology in the Foreign Language Curriculum
German Accuracy Index

Instructional Medium	Program Title	Grade Level	Language Levels	Accuracy				Culture	
	German			Structure	Pronunciation	Orthography	Vocabulary	Fine Arts	Signs & Signals
💾	**German Idiom Master**	7-12	1-4	RW		RW	RW		
💾	**German Vocabulary Games**	4-12	1-4	RW	RW	RW	RW		
💾	**German Word Order**	9-12	1-4	RW					
💾	**Geschichtenschreiber (Kidwriter) - Levels I & II**	3-8	1-4	W	W	W	W		
💾	**M-ss-ng L-nks - Wortspiel**	3-12	1-4	RW			RW		
💾	**Morgens Geht Fritz zur Schule**	9-12	1-2	RW		RW	RW		
📼	**Partner Video Sequences** *(55 episodes)*	9-12	3-4					○	○
💾	**Poker Parat**	9-12	1-2	RW		RW	RW		
📼	**26 Deutsche Kulturfilme** *(26 programs)*	9-12	3-4	RL	RL	RL	RL	○	○
💾	**Wortgefecht**	4-12	1-4	RW	RW	RW	RW		

R: Reading W: Writing L: Listening S: Speaking *: All Areas

Technology in the Foreign Language Curriculum
Greek Function Index

	Program Title				Function					Culture	
Instructional Medium	*Greek*	Grade Level	Language Level	Exchanging Information	Evaluating & Commenting	Expressing Feelings	Regulating Activities	Regulating Conversations	Observing Social Conventions	Fine Arts	Signs& Signals
📼	**Greek Language & People** ***(10 episodes)***	**9-12**	**1**	**RL**	**RL**	**RL**	**RL**	**RL**	**RL**	●	●

R: Reading W: Writing L: Listening S: Speaking *: All Areas

Technology in the Foreign Language Curriculum
Greek Content/Context Index

	Program Title			Content/Context																		Culture	
Instructional Medium	Greek	Grade Level	Language Level	Number & Alphabet	Time Concepts	Family	Food	Objects	Measurement	Interactions with People	Immediate Environment	Feelings	Daily Activities	Personal Needs	Locations & Geography	Leisure & Free Time	Professions & Occupations	Travel & Transportation	Comparisons	Culture	Current Events	Fine Arts	Signs & Signals
📼	Greek Language & People *(10 episodes)*	9-12	1	RL	RL	RL	RL	RL	RL	RL	RL	RL	RL	RL	RL	RL	RL	RL	RL	RL	RL	○	○

R: Reading W: Writing L: Listening S: Speaking *: All Areas

Technology in the Foreign Language Curriculum
Greek Accuracy Index

	Program Title			Accuracy				Culture	
Instructional Medium	Greek	Grade Level	Language Levels	Structure	Pronunciation	Orthography	Vocabulary	Fine Arts	Signs & Signals
📼	**Greek Language & People** *(10 episodes)*	9-12	1	RL	RL	RL	RL	●	●

R: Reading W: Writing L: Listening S: Speaking *: All Areas

Technology in the Foreign Language Curriculum
Italian Function Index

Instructional Medium	Program Title				Function					Culture	
	Italian	Grade Level	Language Level	Exchanging Information	Evaluating & Commenting	Expressing Feelings	Regulating Activities	Regulating Conversations	Observing Social Conventions	Fine Arts	Signs & Signals
📼	**Buongiorno Italia** ***(20 episodes)***	9-12	1-2	RL	RL	RL	RL	RL	RL	○	○
💾	**Creastorie (Kidwriter) Italian Levels I & II**	3-8	1-4	W	W	W	W	W	W		
💾	**Dasher Drills for** ***Prego***	9-12	3-4								
💾	**Italian Grammar Computerized I**	7-12	1								
📼	**Venicia Museo all' Aperto**	7-12	2	RL						○	

R: Reading W: Writing L: Listening S: Speaking *: All Areas

Technology in the Foreign Language Curriculum
Italian Content/Context Index

	Program Title			Content/Context																		Culture	
Instructional Medium	*Italian*	Grade Level	Language Level	Number & Alphabet	TimeConcepts	Family	Food	Objects	Measurement	Interactions with People	Immediate Environment	Feelings	Daily Activities	Personal Needs	Locations & Geography	Leisure & Free Time	Professions & Occupations	Travel & Transportation	Comparisons	Culture	Current Events	Fine Arts	Signs & Signals
📼	**Buongiorno Italia!** ***(20 episodes)***	9-12	1-2	RL	RL	RL	RL			RL			RL	RL	RL	RL	RL	RL		RL		○	○
💾	**Creastorie (Kidwriter) Italian Levels I & II**	3-8	1-4	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W		
💾	**Dasher Drills for *Prego***	9-12	3-4																				
💾	**Italian Grammar Computerized I**	7-12	1																				
📼	**Venezia Museo all' Aperto**	7-12	2	RL				RL								RL				RL		○	○

R: Reading W: Writing L: Listening S: Speaking *: All Areas

81

82

Technology in the Foreign Language Curriculum
Italian Accuracy Index

Instructional Medium	Program Title	Grade Level	Language Levels	Accuracy				Culture	
	Italian			Structure	Pronunciation	Orthography	Vocabulary	Fine Arts	Signs & Signals
📼	Buongiorno Italia! *(20 episodes)*	9-12	1-2	RL	RL		RL	○	○
💾	Creastorie (Kidwriter) Italian Levels I & II	3-8	1-4	W	W	W	W		
💾	Dasher Drills for *Prego*	9-12	3-4	RW		RW	RW		
💾	Italian Grammar Computerized I	7-12	1	RW			RW		
📼	Venezia Museo all' Aperto	7-12	2	RL	RL		RL		○

R: Reading W: Writing L: Listening S: Speaking *: All Areas

Technology in the Foreign Language Curriculum
Latin Function Index

Instructional Medium	Program Title	Grade Level	Language Level	Exchanging Information	Function				Observing Social Conventions	Culture	
	Latin				Evaluating & Commenting	Expressing Feelings	Regulating Activities	Regulating Conversations		Fine Arts	Signs & Signals
💾	**Latin Grammar Computerized I**	7-12	1								
💾	**Latin Idiom Master**	7-12	1-4	RW		RW	RW				
💾	**Latin Skills**	9-12	1-2								

R: Reading W: Writing L: Listening S: Seaking *: All Areas

Technology in the Foreign Language Curriculum
Latin Content/Context Index

	Program Title			Content/Context																		Culture	
Instructional Medium	*Latin*	Grade Level	Language Level	Number & Alphabet	Time Concepts	Family	Food	Objects	Measurement	Interactions with People	Immediate Environment	Feelings	Daily Activities	Personal Needs	Locations & Geography	Leisure & Free Time	Professions & Occupations	Travel & Transportation	Comparisons	Culture	Current Events	Fine Arts	Signs & Signals
💾	**Latin Grammar Computerized I**	7-12	1																				
💾	**Latin Idiom Master**	7-12	1-4		RW					RW	RW	RW	RW	RW		RW							
💾	**Latin Skills**	9-12	1-2																				

R: Reading W: Writing L: Listening S: Speaking *: All Areas

Technology in the Foreign Language Curriculum
Latin Accuracy Index

Instructional Medium	Program Title	Grade Level	Language Levels	Accuracy				Culture	
	Latin			Structure	Pronunciation	Orthography	Vocabulary	Fine Arts	Signs & Signals
💾	Latin Grammar Computerized I	7-12	1	RW			RW		
💾	Latin Idiom Master	7-12	1-4	RW		RW	RW		
💾	Latin Skills	9-12	1-2	RW		RW	RW		

R: Reading W: Writing L: Listening S: Speaking *: All Areas

Technology in the Foreign Language Curriculum
Russian Function Index

Instructional Medium	Program Title	Grade Level	Language Level	Function						Culture	
	Russian			Exchanging Information	Evaluating & Commenting	Expressing Feelings	Regulating Activities	Regulating Conversations	Observing Social Conventions	Fine Arts	Signs & Signals
💾	The Russian Disk	9-12	1								
📼	Russian Language & People *(20 episodes)*	9-12	1-2	RL	RL	RL	RL	RL	RL	○	○

R: Reading W: Writing L: Listening S: Speaking *: All Areas

Technology in the Foreign Language Curriculum
Russian Content/Context Index

	Program Title			Content/Context																		Culture	
Instructional Medium	Russian	Grade Level	Language Level	Number & Alphabet	Time Concepts	Family	Food	Objects	Measurement	Interactions with People	Immediate Environment	Feelings	Daily Activities	Personal Needs	Locations & Geography	Leisure & Free Time	Professions & Occupations	Travel & Transportation	Comparisons	Culture	Current Events	Fine Arts	Signs & Signals
💾	**The Russian Disk**	9-12	1	RW			RW						RW					RW					
📼	**Russian Language & People** *(20 episodes)*	9-12	1-2	RL	RL	RL	RL	RL	RL	RL	RL	RL	RL	RL	RL	RL	RL	RL	RL	RL	RL	○	○

R: Reading W: Writing L: Listening S: Speaking *: All Areas

Technology in the Foreign Language Curriculum
Russian Accuracy Index

	Program Title			Accuracy				Culture	
Instructional Medium	*Russian*	Grade Level	Language Levels	Structure	Pronunciation	Orthography	Vocabulary	Fine Arts	Signs & Signals
💾	**The Russian Disk**	9-12	1						
📼	**Russian Language & People** *(20 episodes)*	9-12	1-2	RL	RL	RL	RL	○	○

R: Reading W: Writing L: Listening S: Speaking *: All Areas

Technology in the Foreign Language Curriculum
Spanish Function Index

Instructional Medium	Program Title			Function						Culture	
	Spanish	Grade Level	Language Level	Exchanging Information	Evaluating & Commenting	Expressing Feelings	Regulating Activities	Regulating Conversations	Observing Social Conventions	Fine Arts	Signs & Signals
💾	Anagramas Hispanoamericanos	7-12	1-2	RW							○
💾	Batella de Palabras	4-12	1-4	RW							
📼	Caperucita Roja	4-8	1-2	RL						○	○
📼	Comericales en Español	9-12	1-4	RL		RL			RL	○	○
💾	Creacuentos (Kidwriter) - Levels I & II	3-8	1-4	W	W	W	W	W	W		
💾	Dasher Drills for *En Contacto*	9-12	3-4								
💾	Dasher Drills for *Puntos de Partida*	9-12	2-4								
💾	Dasher Drills for *¡En Camino !*	9-12	2-4								
💾	Developing Spanish Skills	K-6	1								○
📼	Dicho y Hecho *(4 episodes)*	7-12	1	RL		RL			RL	○	○
💾	Ejercicios de Matemáticas	K-6	1-2								
💾	El Asistente del instructor	4-12	1-2	RW	RW	RW	RW	RW	RW		
💾	El Dialoguista	7-12	1-2	W	W						
💾	El Mundo Hispanico	7-12	1-2	RW	RW					○	○

R: Reading W: Writing L: Listening S: Speaking *: All Areas

Technology in the Foreign Language Curriculum
Spanish Function Index

Instructional Medium	Program Title	Grade Level	Language Level	Function						Culture	
	Spanish			Exchanging Information	Evaluating & Commenting	Expressing Feelings	Regulating Activities	Regulating Conversations	Observing Social Conventions	Fine Arts	Signs & Signals
💾	Foreign Frenzy - Spanish	7-12	1-2								
💾	Foreign Language Instruction - Elementary Spanish	9-12	1-2	RW	RW	RW	RW	RW	RW		
💾	Idea Cat - Level I	K-9	1-2	RW							
💾	Juegos Comunicativos										
💾	Juegos de Vocabulario	3-12	1-2	RW	RW						
📼	La Gallinata Roja	4-12	1-2	RL							○
💾	Las Crónicas Computarizadas	7-12	1-4	W	W						
📼	Living Language Spanish	7-12	1	RL	RL		RL		RL	○	○
📼	Los Tres Osos	4-12	1-2	LS	LS						
💾	M-ss-ng L-nks - Al pie de la lectura (Spanish Editor)	3-12	1-4		RW						
💾	The Picture Dictionary Spanish	K-3	1								
💾	Poker Listo	9-12	1-2	RW	RW		RW		RW		
💾	Spanish Achievement I	7-12	1-2								
💾	Spanish Achievement II	9-12	3-4								

R: Reading W: Writing L: Listening S: Speaking *: All Areas

Technology in the Foreign Language Curriculum
Spanish Function Index

Instructional Medium	Program Title Spanish	Grade Level	Language Level	Exchanging Information	Function Evaluating & Commenting	Expressing Feelings	Regulating Activities	Regulating Conversations	Observing Social Conventions	Culture Fine Arts	Signs & Symbols
🖥	**Spanish Achievement III**	9-12	3-4								
🖥	**Spanish Computer Tutor - Spanish Structure Drills A**	9-12	1-4								
🖥	**Spanish Computer Tutor - Spanish Structure Drills B**	9-12	1-4								
🖥	**Spanish for Mastery**	7-12	1-2								
🖥	**Spanish FrEd (Free Educational) Writer**	3-12	1-4	W	W	W	W	W	W		
🖥	**Spanish Grammar Computerized I**	7-12	1								
🖥	**Spanish Grammar Computerized II**	7-12	2								
🖥	**Spanish Grammar Review**	7-12	1-4								
🖥	**Spanish Idiom Master**	7-12	1-4	R/W		R/W	R/W				
🖥	**Spanish Vocabulary Games**	6-12	1-4	R/W	R/W	R/W	R/W	R/W	R/W		
🖥	**Spanish Word Order**	9-12	1-4								
🖥	**Tic-Tac-Show**	3-12	1-2	R/W	R/W	R/W	R/W	R/W	R/W		
🖥	**Un Diá en Madrid**	7-12	1-2	R/W					R/W		
🖥	Un Dia tipico	7-12	1-2	R/W		R/W					○

R: Reading W: Writing L: Listening S: Speaking *: All Areas

Technology in the Foreign Language Curriculum
Spanish Function Index

	Program Title			Function						Culture	
Instructional Medium	*Spanish*	Grade Level	Language Level	Exchanging Information	Evaluating & Commenting	Expressing Feelings	Regulating Activities	Regulating Conversations	Observing Social Conventions	Fine Arts	Signs & Signals
💾	**Un Viaje en tren**	7-12	1-2	RW	RW	RW	RW	RW	RW		○
💾	**Una Visita a México**	7-12	1-2	RW						○	○
💾	**Una Fiesta**	7-12	1-2	RW		RW			RW		○
📼	**Vistas de España Series, Second Edition** *(6 episodes)*	9-12	1	RL						○	○
📼	**Zarabanda** *(25 episodes)*	9-12	1	RL	RL	RL	RL	RL	RL	○	○

R: Reading W: Writing L: Listening S: Speaking *: All Areas

Technology in the Foreign Language Curriculum
Spanish Content/Context Index

	Program Title			Content/Context																		Culture	
Instructional Medium	Spanish	Grade Level	Language Level	Number & Alphabet	Time Concepts	Family	Food	Objects	Measurement	Interactions with People	Immediate Environment	Feelings	Daily Activities	Personal Needs	Locations & Geography	Leisure & Free Time	Professions & Occupations	Travel & Transportation	Comparisons	Culture	Current Events	Fine Arts	Signs & Signals
💾	**Anagramas Hispanoamericanos**	7-12	1-2												RW								○
💾	**Batalla de Palabras**	4-12	1-4				RW	RW			RW		RW			RW		RW					
💾	**Caperucita Roja**	4-8	1-2			RL	RL	RL			RL	RL										○	○
💾	**Comerciales en Español**	9-12	1-4				RL	RL	RL					RL			RL		RL			○	○
💾	**Creacuentos (Kidwriter) – Levels I & II**	3-8	1-4	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W		
💾	**Dasher Drills for *En Contacto***	9-12	3-4																				
💾	**Dasher Drills for *Puntos de Partida***	9-12	2-4																				
💾	**Dasher Drills for *¡En Camino!***	9-12	2-4																				

Technology in the Foreign Language Curriculum
Spanish Content/Context Index

Instructional Medium	Program Title Spanish	Grade Level	Language Level	Content/Context Number & Alphabet	Time Concepts	Family	Food	Objects	Measurement	Interactions with People	Immediate Environment	Feelings	Daily Activities	Personal Needs	Locations & Geography	Leisure & Free Time	Professions & Occupations	Travel & Transportation	Comparisons	Culture	Current Events	Culture Fine Arts	Signs & Signals
💾	**Developing Spanish Skills**	K-6	1				RW	RW		RW	RW		RW	RW					RW				○
📼	**Dicho y Hecho** *(4 episodes)*	7-12	1		RL				RL	RL		RL		RL				RL	RL			○	○
💾	**Ejercicios de Matemáticas**	K-6	1-2	RW											RW								
💾	**El Asistente del Instructor**	4-12	1-2	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW		
💾	**El Dialoguista**	7-12	1-2	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W		
💾	**El Mundo Hispanico**	7-12	1-2					RW		RW					RW					RW		○	○
💾	**Foreign Frenzy-Spanish**	7-12	1-2				RW	RW						RW	RW				RW				
💾	**Foreign Language Instruction – Elementary Spanish**	9-12	1-2	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW		

Technology in the Foreign Language Curriculum
Spanish Content/Context Index

	Program Title			Content/Context																		Culture	
Instructional Medium	Spanish	Grade Level	Language Level	Number & Alphabet	Time Concepts	Family	Food	Objects	Measurement	Interactions with People	Immediate Environment	Feelings	Daily Activities	Personal Needs	Locations & Geography	Leisure & Free Time	Professions & Occupations	Travel & Transportation	Comparisons	Culture	Current Events	Fine Arts	Signs & Signals
💾	Idea Cat - Level I	K-9	1-2			RL W					RL W												
💾	Juegos Comunicativos	7-12	1-2					RW											RW				
💾	Juegos de Vocabulario	3-12	1-2	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW		
📼	La Gallinata Roja	4-12	1-2			RL	RL	RL			RL	RL										○	○
💾	Las Crónicas Computarizadas	7-12	1-4	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W		
📼	Living Language Spanish	7-12	1			RL				RL			RL	RL			RL				RL	○	○
📼	Los Tres Osos	4-12	1-2			LS	LS	LS	LS	LS									LS				
💾	M-ss-ng L-nks – Al pie de la lectura (Spanish Editor)	3-12	1-4	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW		

Technology in the Foreign Language Curriculum
Spanish Content/Context Index

	Program Title			Content/Context																		Culture	
Instructional Medium	*Spanish*	Grade Level	Language Level	Number & Alphabet	Time Concepts	Family	Food	Objects	Measurement	Interactions with People	Immediate Environment	Feelings	Daily Activities	Personal Needs	Locations & Geography	Leisure & Free Time	Professions & Occupations	Travel & Transportation	Comparisons	Culture	Current Events	Fine Arts	Signs & Signals
💾	The Picture Dictionary – Spanish	K-3	1	RW		RW	RW	RW		RW				RW	RW								
💾	Poker Listo	9-12	1-2	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW		
💾	Spanish Achievement I	7-12	1-2					RW		RW			RW	RW					RW	RW			
💾	Spanish Achievement II	9-12	3-4					RW		RW			RW	RW					RW	RW			
💾	Spanish Achievement III	9-12	3-4					RW		RW			RW	RW					RW	RW			
💾	Spanish Computer Tutor – Spanish Structure Drills A	9-12	1-4	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW		
💾	Spanish Computer Tutor – Spanish Structure Drills B	9-12	1-4	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW		
💾	Spanish for Mastery	7-12	1-2	RW		RW																	

Technology in the Foreign Language Curriculum
Spanish Content/Context Index

	Program Title			Content/Context																		Culture	
Instructional Medium	*Spanish*	Grade Level	Language Level	Number & Alphabet	Time Concepts	Family	Food	Objects	Measurement	Interactions with People	Immediate Environment	Feelings	Daily Activities	Personal Needs	Locations & Geography	Leisure & Free Time	Professions & Occupations	Travel & Transportation	Comparisons	Culture	Current Events	Fine Arts	Signs & Signals
💾	Spanish FrEd (Free Educational) Writer	3-12	1-4	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W		
💾	Spanish Grammar Computerized I	7-12	1																				
💾	Spanish Grammar Computerized II	7-12	2																				
💾	Spanish Grammar Review	7-12	1-4																				
💾	Spanish Idiom Master	7-12	1-4		RW					RW	RW	RW	RW	RW		RW							
💾	SpanishVocabulary Games	4-12	1-4	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW		
💾	Spanish Word Order	9-12	1-4																				
💾	Tic-Tac-Show	2-12	1-2	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW		

Technology in the Foreign Language Curriculum
Spanish Content/Context Index

Instructional Medium	Program Title: *Spanish*	Grade Level	Language Level	Content/Context: Number & Alphabet	Time Concepts	Family	Food	Objects	Measurement	Interactions with People	Immediate Environment	Feelings	Daily Activities	Personal Needs	Locations & Geography	Leisure & Free Time	Professions & Occupations	Travel & Transportation	Comparisons	Culture	Current Events	Culture: Fine Arts	Signs & Signals
💾	Un Día en Madrid	7-12	1-2		RW		RW			RW	RW							RW					
💾	Un Dia típico	7-12	1-2				RW	RW			RW		RW	RW		RW							○
💾	Un Viaje en tren	7-12	1-2	RW				RW		RW					RW			RW			RW		○
💾	Una Visita a México	7-12	1-2	RW	RW			RW							RW					RW		○	○
💾	Una Fiesta	7-12	1-2				RW			RW		RW									RW	○	○
📼	Vistas de España Series, 2nd Edition *(6 episodes)*	9-12	1			RL	RL	RL			RL		RL	RL		RL		RL		RL		○	○
📼	Zarabanda	9-12	1		RL	RL	RL				RL		RL	RL	RL	RL	RL				RL	○	○

Technology in the Foreign Language Curriculum
Spanish Accuracy Index

Instructional Medium	Program Title *Spanish*	Grade Level	Language Levels	Accuracy Structure	 Pronunciation	 Orthography	 Vocabulary	Culture Fine Arts	 Signs & Signals
💾	**Anagramas Hispanoamericanos**	7-12	1-2				RW		●
💾	**Batalla de Palabras**	4-12	1-4	RW	RW	RW	RW		
💾	**Caperucita Roja**	4-8	1-2	RL	RL		RL		
💾	**Comerciales en Españal**	RW2	1-4	RW	RW				
💾	**Creacuentos (Kidwriter) – Levels I & II**	3-8	1-4	W	W	W	W		
💾	**Dasher Drills for En Contacto**	9-12	3-4	RW		RW	RW		
💾	**Dasher Drills for Puntos de Partida**	9-12	2-4	RW		RW	RW		
💾	**Dasher Drills for ¡En Camino!**	9-12	2-4	RW		RW	RW		
💾	**Developing Spanish Skills**	K-6	1	RW		RW	RW		●
📼	**Dicho y Hecho**	7-12	1	RL		RL	RL	●	●
💾	**Ejercicios de Matemáticas**	K-6	1-2						
💾	**El Asistente del Instructor**	4-12	1-2	RW	RW	RW	RW		
💾	**El Dialoguista**	7-12	1-2	W	W	W	W		
💾	El Mundo Hispanico	7-12	1-2	RW		RW	RW	○	○

R: Reading W: Writing L: Listening S: Speaking *: All Areas

Technology in the Foreign Language Curriculum
Spanish Accuracy Index

Instructional Medium	Program Title	Grade Level	Language Levels	Accuracy				Culture	
	Spanish			Structure	Pronunciation	Orthography	Vocabulary	Fine Arts	Signs & Signals
💾	Foreign Frenzy – Spanish	7-12	1-2	RW			RW		
💾	Foreign Language Instruction – Elementary Spanish	9-12	1-2	RW	RW	RW	RW		
💾	Idea Cat – Level I	K-9	1-2			RL W	RL W		
💾	Juegos Comunicativos	7-12	1-2				RW		
💾	Juegos de Vocabulario	3-12	1-2	RW		RW	RW		
📼	La Gallinata Roja	4-12	1-2	RL	RL		RL	○	○
💾	Las Crónicas Computarizadas	7-12	1-4	W	W	W	W		
📼	Living Language Spanish	7-12	1	RL	RL		RL	○	○
📼	Los Tres Osos	4-12	1-2		LS		LS		
💾	M-ss-ng L-nks – Al pie de la lectura (Spanish Editor)	3-12	1-4	RW			RW		
💾	The Picture Dictionary – Spanish	K-3	1	RW			RW		
💾	Poker Listo	9-12	1-2	RW		RW	RW		
💾	Spanish Achievement I	7-12	1-2	RW		RW	RW		
💾	Spanish Achievement II	9-12	3-4	RW		RW	RW		

R: Reading W: Writing L: Listening S: Speaking *: All Areas

Technology in the Foreign Language Curriculum
Spanish Accuracy Index

	Program Title			Accuracy				Culture	
Instructional Medium	*Spanish*	Grade Level	Language Levels	Structure	Pronunciation	Orthography	Vocabulary	Fine Arts	Signs & Signals
💾	**Spanish Achievement III**	**9-12**	**3-4**	**RW**		**RW**	**RW**		
💾	**Spanish Computer Tutor – Spanish Structure Drills A**	**9-12**	**1-4**	**RW**		**RW**	**RW**		
💾	**Spanish Computer Tutor – Spanish Structure Drills B**	**9-12**	**1-4**	**RW**		**RW**	**RW**		
💾	**Spanish for Mastery**	**7-12**	**1-2**	**RW**		**RW**	**RW**		
💾	**Spanish FrEd (Free Educational) Writer**	**3-12**	**1-4**	**W**	**W**	**W**	**W**		
💾	**Spanish Grammar Computerized I**	**7-12**	**1**	**RW**			**RW**		
💾	**Spanish Grammar Computerized II**	**7-12**	**2**	**RW**			**RW**		
💾	**Spanish Grammar Review**	**7-12**	**1-4**	**RW**					
💾	**Spanish Idiom Master**	**7-12**	**1-4**	**RW**		**RW**	**RW**		
💾	**Spanish Vocabulary Games**	**4-12**	**1-4**	**RW**	**RW**	**RW**	**RW**		
💾	**Spanish Word Order**	**9-12**	**1-4**	**RW**					
💾	**Tic-Tac-Show**	**2-12**	**1-2**						
💾	**Un Día en Madrid**	**7-12**	**1-2**	**RW**		**RW**	**RW**		
💾	**Un Dia tipico**	**7-12**	**1-2**	**RW**		**RW**	**RW**		○

R: Reading W: Writing L: Listening S: Speaking *: All Areas

Technology in the Foreign Language Curriculum
Spanish Accuracy Index

	Program Title			Accuracy				Culture	
Instructional Medium	*Spanish*	Grade Level	Language Levels	Structure	Pronunciation	Orthography	Vocabulary	Fine Arts	Signs & Signals
💾	Un Viaje en tren	7-12	1-2	RW		RW	RW		●
💾	Una Visita a México	7-12	1-2				RW	●	●
💾	Una Fiesta	7-12	1-2	RW		RW	RW	●	●
📼	Vistas de España Series, 2nd Edition	9-12	1	RL	RL		RL	●	●
📼	Zarabanda	9-12	1	RL	RL	RL	RL	●	●

R: Reading W: Writing L: Listening S: Speaking *: All Areas

Technology in the Curriculum

Recommended Technology

Recommended Technology

Foreign Language Resource Guide

Recommended Technology

An Annotated Listing of Instructional Software and Video Recommended for Use in California's Foreign Language Classrooms

How were Software and Video Identified by the Project, and How Were They Reviewed

This section of the *Resource Guide* provides annotations, evaluations, and other important information about the microcomputer software and instructional video programs which were rated as **Desirable** or **Exemplary** by the project's reviewers. More than 400 microcomputer software programs and 600 instructional video programs were submitted by producers from throughout North America for the project's evaluation. These submissions were the result of a general invitation to participate made by the project to every producer of foreign language media whose products were available for sale in California. Investigation was not limited to Instructional Television (ITV) series; any instructional video title was considered. The project did not consider films, audio recordings, or theatrical-release videos. Many of these excluded materials represent technologies which have proven valuable in language classrooms. They were, however, outside the scope of this project.

The materials listed in this section and those listed in Appendix III, All Titles Considered, were commercially available as of October 31, 1986, the point at which the project stopped accepting submissions. The current availablity of these materials and the accuracy of pricing and related information are not guaranteed by the project. In the case of computer software, the first computer model listed in the Equipment category is the system upon which the software was evaluated. Our evaluation and other comments apply specifically to the tested version. Versions for other hardware may not have received the same rating. The reader of the information in this section may notice inconsistencies in the capitalization, accenting, and alphabetical placement of some of the titles. These are due to specific requests of the publishers.

The programs designed to teach a particular language were reviewed by teams of evaluators who teach that language. Each team consisted of three evaluators who reviewed the program's 1) support of the foreign language curriculum; 2) technical quality; 3) instructional quality; 4) the quality of its support materials; and 5) its adherance to California's guidelines regarding social content. Programs received a rating in each of these categories from each member of the team. Each team then met and assigned a group-consensus score to each item on the evaluation form and to the whole program. If a team was not able to agree on a score, the program was submitted to a second team for evaluation. A number of programs were submitted to second review teams to verify the consistency of the evaluations between teams. Only those programs with an overall consensus score in the highest two categories are listed in this section of the *Resource Guide.*

The criteria developed by the project for the evaluation of educational software was derived from 1) the checklist developed for the TECC Software Clearinghouse (see Regional Agencies); 2) the California State Department of Education's *Guidelines for Educational Software in California's Schools;* and 3) the evaluation forms developed for the other Technology in the Curriculum projects. Instructional videos were rated using criteria established by the California Instructional Video Clearinghouse (see Regional Agencies), which were modified for the specific purposes of this project.

Factors to Consider

While this project attempted to identify all instructional videos of use to the foreign language teacher, the main area of investigation was of media which were produced primarily for education. There are undoubtedly many programs released for general audiences which may be valuable resources to teachers. Caution is advised, however, regarding these materials. Many programs prepared for general audiences in the other countries contain portrayals and depictions which may not be acceptable in California's schools. As with any other medium, these programs should be thoroughly previewed by teachers before classroom presentation.

This investigation of microcomputer software and instructional videos was completed on October 31, 1986. The California State Department of Education has provided for the ongoing evaluation of these media through the Technology in the Curriculum Update project. The guides this project will produce will be distributed to California schools beginning in the 1987-88 school year. They will continue the review and recommendation of these technologies to foreign language teachers.

A Final Word

The recommended technologies are just that: simply recommended. This guide is not intended to be a list of materials which can be purchased "sight unseen". Teachers, school districts, and county offices of education must continue to preview these and other materials before purchase. The project is confident that users of the technology recommended in the *Resource Guide* will be pleased with its quality, but the final fit with the curriculum can only be made by the teacher.

A Guide to the Terms Used in the Recommended Technology Section

Description:	A factual description of the content, objectives, and presentation format of the program. **This section may also contain any content advisory comments which will be of interest to the teacher.**
Evaluation:	Reviewers' opinions of the program's strengths and weaknesses
Rating:	**Exemplary** - is of outstanding value to the foreign language program and is of exceptionally high technical quality **Desirable** – can serve as an effective tool in the classroom and is of high technical quality
Language Level:	Expressed in years, the language levels correspond to those described in the *Model Curriculum Standards: Foreign Language*
Program Type:	This category applies to computer software only. Definitions of the following types can be found in the Glossary. Authoring Drill & Practice Educational Game Problem Solving Shell Simulation Tutorial Utility Word Processor
Support Materials:	Describes the type and amount of supporting material which is supplied with the program when purchased.
Preparation:	The amount of preparation the program will require for use as described in Classroom Setting
Classroom Setting:	A description of the classroom setting in which the use of the program will be maximized
Equipment:	A list of the major systems for which the program is available. In the case of computer systems "compatibles" are not listed.
Price:	Pricing information is offered only for computer software. Pricing for instructional video programs is dependent on the agency buying the product, that agency's use of the product, the size of the agency's audience, and a number of other factors.

Alexander

Source: Gessler Educational Software **Rating:** Desirable
Language: General **Language Level:** First – Fourth Years
Grade Level: 7 – 12
Description: A multilingual word processing program with characters and symbols for French, Spanish, English, German, Italian, Greek, Hebrew, Russian
Evaluation: An excellent, full-featured foreign language word processor
Mode: Writing
Function: This program can be adapted to presentations in all categories.
Content/Context: This program can be adapted to presentations in all categories.
Accuracy: This program can be adapted to presentations in all categories.
Support Materials: Very complete documentation
Preparation: Extensive preparation will be necessary when first using this program.
Classroom Setting: Individual students
Program Type: Word Processor
Equipment: IBM
Price: $245.00 **Copyright Date:** 1985

Anagramas Hispanoamericanos

Source: Gessler Educational Software **Rating:** Desirable
Language: Spanish **Language Level:** First & Second Years
Grade Level: 7 – 12
Description: Teaches and reviews names, capitals, and locations of the countries of South and Central America, Mexico, and the Caribbean areas.
Evaluation: The graphics are interesting, and the program uses an easy method of accenting words.
Mode: Reading, Writing, Signs & Signals
Function: Exchanging Information
Content/Context: Locations & Geography
Accuracy: Vocabulary
Support Materials: Very simple documentation
Preparation: Minimum preparation is required.
Classroom Setting: Individual students or small groups
Program Type: Educational Game
Equipment: Apple II series.
Price: $29.95 **Copyright Date:** 1983

Apfelschuss

Source: Gessler Educational Software **Rating:** Desirable
Language: German **Language Level:** First Year
Grade Level: 7 – 12
Description: Students review vocabulary in a hangman-like game.
Evaluation: Good use of color and sound in a game in which the student determines the pace
Mode: Reading, Writing
Function: This program's content is not organized by this category.
Content/Context: Time Concepts, Food, Objects, Immediate Environment, Daily Activities, Professions & Occupations
Accuracy: Vocabulary, Orthography
Support Materials: Very simple documentation
Preparation: Minimum preparation is required.
Classroom Setting: Individual students or small groups
Program Type: Drill & Practice
Equipment: Apple II series
Price: $29.95 **Copyright Date:** 1985

Associations 2

Source: Éditions Ad Lib **Rating:** Desirable
Language: French **Language Level:** Second & Third Years
Grade Level: 7 – 12
Description: Designed for native speakers of French, this program reinforces grammatical structures.
Evaluation: Interesting presentation of simple words, phrases, and other structures
Mode: Reading, Writing
Function: This program's content is not organized by this category.
Content/Context: This program's content is not organized by this category.
Accuracy: Structure, Vocabulary
Support Materials: Very complete documentation
Preparation: This program requires the teacher to contextualize the practice.
Classroom Setting: Individual students
Program Type: Drill & Practice
Equipment: Apple II series; Commodore 64/128
Price: $49.95 **Copyright Date:** 1983

A Vous la France!

Source: Films Incorporated **Rating:** Exemplary
Language: French **Language Level:** First & Second Years
Grade: 9 – 12
Description: Simple conversations focus on local people and their daily work. From the alpine areas of Grenoble to the medieval town of Pezenas, the series interviews over 200 French people – shopkeepers, farmers, students, engineers. These conversations give your students examples of everyday French spoken by natives.
Evaluation: The language of the documentaries presented in the series is more complex than that used in the interviews. The documentaries are a valuable resource of uninterrupted French spoken by native speakers.
Length: Fifteen 25-minute programs
Support Materials: A teacher's guide is included with the video series. Student textbooks, workbooks, and audiocassettes are available from EMC Publishing.
Copyright Date: 1985

Program 1 *Vous désirez?*

Description: Documentary: A tour of the Dauphine, a region in the Alps, and its main city, Grenoble. Structure/Vocabulary: Asking for and buying things; greeting people and saying good-bye; saying please and thank you; asking for something; saying what there is.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting
Content/Context: Food, Interactions with People, Daily Activities, Locations & Geography, Travel & Transportation, Culture, Numbers
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 2 *Où...?*

Description: Documentary: A visit to hydro-electrical projects near Grenoble. Structure/Vocabulary: Finding one's way around; locating nearby objects; asking where something is; getting directions; asking where a person is from; telling someone where you are.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting
Content/Context: Interactions with People, Immediate Environment, Daily Activities, Personal Needs, Locations & Geography, Professions & Occupations, Travel & Transportation, Culture
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 3 *Combien?*

Description: Documentary: A tour of Villeneuve, a modern self-contained community near Grenoble built in the 1960's. Structure/Vocabulary: Asking and being told the price; asking what things are; asking for something; talking about the family.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Observing Social Conventions
Content/Context: Number & Alphabet, Food, Measurements, Interactions with People, Daily Activities, Professions & Occupations, Comparisons, Culture
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 4 *Qu' est-ce que vous avez comme...?*

Description: Documentary: A visit to Chartreuse, a mountain area near Grenoble famous for its liqueur, skiing, and scenery. Structure/Vocabulary: Asking for a hotel room; talking about a person's job; talking about what languages a person speaks.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Observing Social Conventions
Content/Context: Objects, Time Concepts, Interactions with People, Immediate Environment, Personal Needs, Locations & Geography, Professions & Occupations, Comparisons, Culture
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 5 *Faisons le point 1*

Description: Documentary: A discussion of the industry and agriculture of Grenoble. This episode concentrates on a review of the Structure/Vocabulary topics presented previously and descriptions of people, pronouns, and possessives.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting
Content/Context: Interactions with People, Daily Activities, Professions & Occupations, Current Events
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 6 *Bon voyage!*

Description: Documentary: Meet Michel, a physicist at a nuclear research center in Grenoble, and his wife, Marie, part-time teacher and Town Councilor. Structure/Vocabulary: Using public transportation systems; enquiring about the time; being told the time; buying a ticket; asking for other information; saying when an event will occur; days of the week; months of the year.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Observing Social Conventions
Content/Context: Personal Needs, Interactions with People, Daily Activities, Locations & Geography, Travel & Transportation, Professions & Occupations, Time Concepts
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 7 *Bon appétit!*

Description: Documentary: A visit to the restaurant of world-famous chef, Paul Bocuse, in Lyon, and a discussion of his family history and culinary expertise. Structure/Vocabulary: Getting a snack or a meal; asking if the café serves certain foods; asking what something is; saying whether or not you like something or someone; introducing people.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Observing Social Conventions
Content/Context: Food, Professions & Occupations
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 8 *Faites votre choix*

Description: Documentary: Visit to Grenoble, a circus school, Maison de Culture, and a theatre with a resident acting company. Structure/Vocabulary: Shops and shopping; opening and closing times; choosing things; saying what you like doing; saying what you are going to do.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Observing Social Conventions
Content/Context: Interactions with People, Personal Needs, Locations & Geography, Professions & Occupations
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 9 *Dites-moi*

Description: Documentary: Learn about a sport, boules, popular in Grenoble. Structure/Vocabulary: Asking the way to somewhere; asking for something; asking what has to be done; saying one plays a game; saying one takes part in a sport.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Observing Social Conventions
Content/Context: Professions & Occupations, Leisure & Free Time
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 10 *Faisons le point* 2

Description: Documentary: A mountain hike through the Vercors, a beautiful regional park dominated by le Mont Aiguille, the site of the first recorded mountain climb in France (1489). This episode concentrates on reviewing the Structure/Vocabulary topics presented previously.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Observing Social Conventions
Content/Context: Locations & Geography, Leisure & Free Time
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 11 *Possibilitiés*

Description: Documentary: A visit to Pézenas, site of an unusual annual festival celebrating the birth of a colt to a sick mare belonging to Louis VIII. Structure/Vocabulary: Asking if something can be done; asking if something is possible; asking if one can do something; asking someone if she or he can do something; inviting someone to do something.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Observing Social Conventions
Content/Context: Locations & Geography, Leisure, Culture, Interactions with People, Personal Needs
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 12 *Tout sur vous 1*

Description: Documentary: A tour of Sète, largest French fishing village on the Mediterranean. Structure/Vocabulary: Telling people what one has done; asking & telling people what they have done; saying one hasn't done something; asking how long & saying that something has been going on for some time; saying how old something or someone is; talking about the weather.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Observing Social Conventions
Content/Context: Locations & Geography, Interactions with People, Personal Needs
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 13 *Tout sur vous 2*

Description: Documentary: A tour of Languedoc, sunny wine-producing region of southern France. Structure/Vocabulary: Saying where you have been; where you were born; saying you know a place.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Observing Social Conventions
Content/Context: Family Members, Locations & Geography, Comparisons
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 14 *C'était comme ça*

Description: Documentary: A visit to Pézenas, a medieval city being restored, and the abbey of Valmagne nearby whose beautiful cloisters are hired out to pay for massive repairs needed. Structure/Vocabulary: Saying how things were; saying what used to happen.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Observing Social Conventions
Content/Context: Locations & Geography, Travel & Transportation, Culture
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 15 *Faisons le point 3*

Description: Documentary: A visit to the Larzac, a bleak plateau at the base of the Massif Central, famous cheese center and area for military training. This episode concentrates on review of the Structure/Vocabulary topics presented previously.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Observing Social Conventions
Content/Context: Locations & Geography, Professions & Occupations, Travel & Transportation, Food
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Bataille de Mots

Source: Gessler Educational Software **Rating:** Desirable
Language: French **Language Level:** First – Fourth Years
Grade Level: 4 – 12
Description: Teaches students new words, meanings, and their use. Based on the game *Word Attack* (Davidson & Associates).
Evaluation: The student may vary the presentation speed, and the teacher may add to the word lists provided by the producer.
Mode: Reading, Writing
Function: Exchanging Information
Content/Context: Food, Objects, Immediate Environment, Daily Activities, Leisure & Free Time, Travel & Transportation
Accuracy: Structure, Pronunciation, Orthography, Vocabulary
Support Materials: Documentation includes word lists.
Preparation: Minimum preparation is required unless teacher adds words.
Classroom Setting: Individual students or small groups
Program Type: Educational Game
Equipment: Apple II series; Commodore 64/128; IBM
Price: $49.95 **Copyright Date:** 1984

Batalla de Palabras

Source: Gessler Educational Software **Rating:** Desirable
Language: Spanish **Language Level:** First – Fourth Years
Grade Level: 4 – 12
Description: Teaches students new words, meanings, and their use. Based on the game *Word Attack* (Davidson & Associates).
Evalaution: The student may vary the presentation speed, and the teacher may add to the word lists provided by the producer.
Mode: Reading, Writing
Function: Exchanging Information
Content/Context: Food, Objects, Immediate Environment, Daily Activities, Leisure & Free Time, Travel & Transportation
Accuracy: Structure, Pronunciation, Orthography, Vocabulary
Support Materials: Documentation includes word lists.
Preparation: Minimum preparation is required unless teacher adds words.
Classroom Setting: Individual students or small groups
Program Type: Educational Game
Equipment: Apple II series; IBM; Commodore 64/128
Price: $49.95 **Copyright Date:** 1984

Berlin

Source: International Film Bureau **Rating:** Desirable
Language: German **Language Level:** Second & Third Years
Grade Level: 7 – 12
Description: A film visit to West Berlin focusing on the history of the city and life in contemporary Berlin
Evaluation: Multifaceted and full of useful information
Mode: Listening, Reading, Fine Arts
Function: Exchanging Information
Content/Context: Locations & Geography, Culture
Accuracy: Structure, Pronunciation, Orthography, Vocabulary
Length: 25 minutes
Support Materials: Very good documentation suggests classroom activities and provides word lists.
Copyright Date: 1984

Bilder raten

Source: Langenscheidt Publishers, Inc. **Rating:** Desirable
Language: German **Language Level:** First – Fourth Years
Grade Level: 3 – 6
Description: In a race against the clock, students attempt to identify a pictured item before the computer completes the drawing. The level of difficulty can be altered.
Evaluation: This is an interesting format for a vocabulary game.
Mode: Reading, Writing
Function: This program's content is not organized by this category.
Content/Context: This program's content is not organized by this category.
Accuracy: Vocabulary
Support Materials: Documentation is in German.
Preparation: Minimum preparation is required.
Classroom Setting: Individual students or small groups
Program Type: Educational Game
Equipment: Apple II series
Price: $39.95 **Copyright Date:** 1985

Brainz

Source: Bainum Dunbar, Inc. **Rating:** Desirable
Language: General **Language Level:** First – Fourth Years
Grade Level: 2 – 12
Description: This multi-purpose allows teachers to create computer-based exercises in either game or test format using correct orthography in French, Spanish, and German.
Evaluation: Easy to use authoring system for drill & practice material presentation and computer-administered test generation. Its many features make this program very flexible.
Mode: Reading, Writing
Function: This program can be adapted to presentations in all categories.
Content/Context: This program can be adapted to presentations in all categories.
Accuracy: This program can be adapted to presentations in all categories.
Support Materials: Documentation is very complete and includes a complete tutorial on disk.
Preparation: First efforts at lesson creation will require significant time commitment; efficiency increases rapidly.
Classroom Setting: Individual students or small groups
Program Type: Utility, Authoring, Drill & Practice
Equipment: Apple IIe & IIc
Price: $230.00 **Copyright Date:** 1984

Buongiorno Italia!

Source: Films Incorporated **Rating:** Exemplary
Language: Italian **Language Level:** First & Second Year
Grade Level: 9 – 12
Description: Focuses on colloquial language spoken by Italians in everyday situations: shopping, traveling, drinking, working. Reinforces common language structure. Presents fascinating insights into Italian society, culture, and language. Visually stunning locales.
Evaluation: This series of videos presents Italy today. The production values are very high and the instructional approach, though intended for self-instruction, is sound.
Length: Twenty 25-minute episodes
Support Materials: Teacher's guide accompanies the video series. Student texts, workbooks, and audiocassettes are available from EMC Publishing.
Copyright Date: 1980

Program 1 *How to Ask for Something*

Description: Documentary: Italians in various settings near Stresa (by Lake Maggiore) order food and drink and ask for things. Structure/Vocabulary: Subject pronouns and forms of address; present indicative of verbs *essere* and *avere*; nouns (gender, formation of plural, definite articles, indefinite articles); formation of questions, formation of negative sentences.

Mode: Reading, Listening, Fine Arts, Signs & Signals

Function: Exchanging Information, Observing Social Conventions, Regulating Conversations

Content/Context: Food, Interactions with People, Locations & Geography, Travel & Transportation, Culture

Accuracy: Structure, Pronunciation, Vocabulary

Program 2 *How to Ask Where Something Is*

Description: Documentary: Italians ask where things are: a market, boat station, conference center, etc. Structure/Vocabulary: Verbs (formation of regular present indicative, uses of present indicative); contractions of the definite article with prepositions; partitive construction; qualifying adjectives; spelling changes of nouns and adjectives; demonstrative adjectives and pronouns.

Mode: Reading, Listening, Fine Arts, Signs & Signals

Function: Exchanging Information, Observing Social Conventions, Regulating Conversations

Content/Context: Number & Alphabet, Interactions with People, Locations & Geography, Professions & Occupations, Culture

Accuracy: Structure, Pronunciation, Vocabulary

Program 3 *Buying Things and Asking the Price*

Description: Documentary: Paola buys a guide book, Marco buys postcards, Iria asks for her key, and Paola buys fruit. Structure/Vocabulary: Spelling changes of verbs in the present; irregular present tense of verbs in *-are*; conjunctive pronouns; position of the conjunctive pronouns; cardinal numbers; metric system; seasons; months; days.

Mode: Reading, Listening, Fine Arts, Signs & Signals

Function: Exchanging Information, Observing Social Conventions, Regulating Conversations

Content/Context: Number & Alphabet, Time Concepts, Interactions with People, Daily Activities

Accuracy: Structure, Pronunciation, Vocabulary

Program 4 *How to Say You Like Something*

Description: Documentary: Carla tries on and buys shoes, Anna asks people about their jobs and talks to Italian children learning English. Structure/Vocabulary: Irregular present of verbs in *-ere*; disjunctive pronouns; adverbs; comparatives and superlatives.
Mode: Reading, Listening, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Observing Social Conventions, Regulating Conversations
Content/Context: Personal Needs, Interactions with People, Professions & Occupations
Accuracy: Structure, Pronunciation, Vocabulary

Program 5 *Review*

Description: Documentary: Signora de Maria goes shopping; Anna talks to people about their work, talks to another student learning English, and interviews a travel agent. Structure/Vocabulary: Irregular present of verbs in *-ire*; present tense of verbs with contracted infinitives; present progressive; imperatives; position of the conjunctive pronoun with imperatives; possessives.
Mode: Reading, Listening, Fine Arts, Signs & Signals
Function: Exchanging Information, Observing Social Conventions, Regulating Conversations
Content/Context: Personal Needs, Interactions with People, Travel & Transportation, Professions & Occupations
Accuracy: Structure, Pronunciation, Vocabulary

Program 6 *Going Places*

Description: Documentary: Iria, who plans to visit an island, buys a boat ticket, and Anna asks people about their work schedules and holidays. Structure/Vocabulary: Future tense (formation, uses of the future); conditional tense (formation, uses of the conditional); telling time.
Mode: Reading, Listening, Fine Arts, Signs & Signals
Function: Exchanging Information, Observing Social Conventions, Regulating Conversations
Content/Context: Time Concepts, Interactions with People, Travel & Transportation, Professions & Occupations
Accuracy: Structure, Pronunciation, Vocabulary

Program 7 *Getting There and Looking Around*

Description: Documentary: At the tourist office, Carlo asks about trains to Florence and about walking to Orvieto. Anna asks what there is to see in Orvieto. Structure/Vocabulary: Past tenses in the indicative; imperfect (formation and uses); numerals (ordinals); Expressions of time.
Mode: Reading, Listening, Fine Arts, Signs & Signals
Function: Exchanging Information, Observing Social Conventions, Regulating Conversations
Content/Context: Numbers & Alphabet, Time Concepts, Travel & Transportation, Professions & Occupations, Interactions with People
Accuracy: Structure, Pronunciation, Vocabulary

Program 8 *Finding a Room*

Description: Documentary: Various people book rooms in hotels in Orvieto. Walter asks about paying with credit card and how to phone. Structure/Vocabulary: Compound tenses in Italian; present perfect (formation); agreement of the past participle in the compound tenses; compound tenses of *dovere, potere, volere.*
Mode: Reading, Listening, Fine Arts, Signs & Signals
Function: Exchanging Information, Observing Social Conventions, Regulating Conversations
Content/Context: Interactions with People, Personal Needs, Daily Activities, Comparisons
Accuracy: Structure, Pronunciation, Vocabulary

Program 9 *Eating Out*

Description: Documentary: An Italian family goes out for Sunday dinner. Raffaella goes to the grocer's to pick up Orvietan specialties. Structure/Vocabulary: Formation of the regular and irregular past absolute; uses of the past absolute; when to use the imperfect or present tense; relative pronouns.
Mode: Reading, Listening, Fine Arts, Signs & Signals
Function: Exchanging Information, Observing Social Conventions, Regulating Conversations
Content/Context: Food, Family Members, Interactions with People, Professions & Occupations
Accuracy: Structure, Pronunciation, Vocabulary

Program 10 *Review*

Description: Documentary: In Stresa, Carla asks about the forthcoming concert season at a ticket office. Structure/Vocabulary: Compound tenses (past perfect, past perfect absolute); further uses of *avere;* irregular adjectives.
Mode: Reading, Listening, Fine Arts, Signs & Signals
Function: Exchanging Information, Observing Social Conventions, Regulating Conversations
Content/Context: Daily Activities, Leisure & Free Time, Culture
Accuracy: Structure, Pronunciation, Vocabulary

Program 11 *Review*

Description: Documentary: Sandra goes shopping in Orvieto at a shop where everything is made of wood. Structure/Vocabulary: Reflexive verbs; partitives; conjunctive pronoun *ne*.
Mode: Reading, Listening, Fine Arts, Signs & Signals
Function: Exchanging Information, Observing Social Conventions, Regulating Conversations
Content/Context: Personal Needs, Objects, Daily Activities
Accuracy: Structure, Pronunciation, Vocabulary

Program 12 *Asking for a Service or Favor*

Description: Documentary: At the tourist office, Walter asks the assistant to change pounds to lire. A driver gets gas and has his car checked in a service station. Cecelia buys pottery in a youth co-op. Structure/Vocabulary: Double object pronouns; dative of advantage or disadvantage; the preposition *da;* negatives
Mode: Reading, Listening, Fine Arts, Signs & Signals
Function: Exchanging Information, Observing Social Conventions, Regulating Conversations
Content/Context: Personal Needs, Interactions with People, Travel & Transportation
Accuracy: Structure, Pronunciation, Vocabulary

Program 13 *Talking About How Things are Done*

Description: Documentary: An interview with Sr. Belcapo, a lawyer from Orvieto who owns a wine and olive farm. Structure/Vocabulary: Impersonal construction; passive voice; irregular comparatives and superlatives.
Mode: Reading, Listening, Fine Arts, Signs & Signals
Function: Exchanging Information, Observing Social Conventions, Regulating Conversations
Content/Context: Professions & Occupations, Culture
Accuracy: Structure, Pronunciation, Vocabulary

Program 14 *Talking about What You've Been Doing*

Description: Documentary: An interview with a member of a fishing cooperative. Structure/Vocabulary: Future perfect; conditional perfect; the pronoun *ci*.
Mode: Reading, Listening, Fine Arts, Signs & Signals
Function: Exchanging Information, Observing Social Conventions, Regulating Conversations
Content/Context: Professions & Occupations, Culture
Accuracy: Structure, Pronunciation, Vocabulary

Program 15 *Saying Where You've Been*

Description: Documentary: An interview with the manager of a tobacco farm owned by a retired persons' home. Structure/Vocabulary: The subjunctive; formal imperative.
Mode: Reading, Listening, Fine Arts, Signs & Signals
Function: Exchanging Information, Observing Social Conventions, Regulating Conversations
Content/Context: Professions & Occupations, Culture
Accuracy: Structure, Pronunciation, Vocabulary

Program 16 *Review*

Description: Documentary: Two interviews, one with an elderly woman of Orvieto who is a well-known lace maker, and the other with a young cathedral organist. Structure/Vocabulary: Present perfect subjunctive; sequence of tenses; plural of nouns.
Mode: Reading, Listening, Fine Arts, Signs & Signals
Function: Exchanging Information, Observing Social Conventions, Regulating Conversations
Content/Context: Professions & Occupations, Culture
Accuracy: Structure, Pronunciation, Vocabulary

Program 17 *Talking about Your Home, Family and Work*

Description: Documentary: Interviews with Sra. Fiumi, who runs a hotel and a dance school and who is a painter and a math teacher as well. Structure/Vocabulary: The infinite; causative construction with *fare*; idioms with *fare*, *lasciare* plus infinitive.
Mode: Reading, Listening, Fine Arts, Signs & Signals
Function: Exchanging Information, Observing Social Conventions, Regulating Conversations
Content/Context: Professions & Occupations
Accuracy: Structure, Pronunciation, Vocabulary

Program 18 *Talking about How Things Used to Be*

Description: Documentary: An interview with Sr. Barbarella, the mayor of Orvieto, who tells about the Etruscan origin of his city and why it is full of holes. Structure/Vocabulary: Imperfect subjunctive; past perfect subjunctive; sequence of tenses; if (*se*) clauses; optative subjunctive.
Mode: Reading, Listening, Fine Arts, Signs & Signals
Function: Exchanging Information, Observing Social Conventions, Regulating Conversations
Content/Context: Professions & Occupations, Locations & Geography, Culture
Accuracy: Structure, Pronunciation, Vocabulary

Program 19 *Talking to People*

Description: Documentary: An interview with Sr. Benocci, mayor of two small Tuscan towns, Sovrana and Sorano. Structure/Vocabulary: Gerunds; participles; relative pronouns.
Mode: Reading, Listening, Fine Arts, Signs & Signals
Function: Exchanging Information, Observing Social Conventions, Regulating Conversations
Content/Context: Interactions with People, Professions & Occupations, Locations & Geography, Culture
Accuracy: Structure, Pronunciation, Vocabulary

Program 20 *Final Review*

Description: Documentary: Interviews with Albino Bacci, deputy mayor of Baschi near Orvieto, about population, agriculture, and industry, and with Sr. Gentili, furniture maker from Todi on Lake Corbara. Structure/Vocabulary: Verbs with *avere* or *essere*; irregular past participles; prepositions; further uses of articles.
Mode: Reading, Listening, Fine Arts, Signs & Signals
Function: Exchanging Information, Observing Social Conventions, Regulating Conversations
Content/Context: Professions & Occupations, Locations & Geography, Culture
Accuracy: Structure, Pronunciation, Vocabulary

Caperucita Roja

Source: Phoenix/BFA **Rating:** Desirable

Language: Spanish **Language Level:** First & Second Years

Grade Level: 4 – 8

Description: The story of Red Riding Hood. Every noun, adjective, and verb is visualized by the appropriate object or action on the screen. Vocabulary is recapped at the end of the film.

Evaluation: This familiar tale can provide comprehensible input in an interesting format.

Mode: Listening, Reading, Fine Arts, Signs & Signals

Function: Exchanging Information

Content/Context: Family Members, Food, Objects, Immediate Environment, General Feelings

Accuracy: Structure, Pronunciation, Vocabulary

Length: 14 minutes

Support Materials: Documentation is limited to a program description.

Copyright Date: 1961

Chroniques de France

Source: International Film Bureau **Rating:** Desirable

Language: French **Language Level:** Second – Fourth Years

Grade Level: 9 – 12

Description: This series presents selected regions of France and various aspects of French civilization. This series is of uneven quality. Our reviewers could only recommend three of the ten titles in the series.

Evaluation: The three titles from this series which are recommended are an excellent portrayal of contemporary France. They will be useful in demonstrating aspects of French culture to students.

Length: Ten 7- to 13-minute episodes

Support Materials: Text with drawings, color illustrations with film commentary, articles on the subject, and project suggestions

Copyright Date: 1980

Program 1 *La Tapisserie de Bayeux*

Description: While the camera captures amazing close-ups of the tapestry, the story of William the Conqueror, the treachery of Harold, and the Battle of Hastings are told.

Mode: Listening, Reading, Fine Arts

Function: Exchanging Information, Evaluating & Commenting

Content/Context: Time Concepts, Objects, Measurements, Interactions with People, Locations & Geography, Culture

Accuracy: This program's content is not organized by this category.

Program 2 *Chartres*

Description: Reconstructs a visit to the cathedral. We approach from afar, enter, and study the details.
Mode: Listening, Reading, Fine Arts
Function: Exchanging Information, Evaluating & Commenting
Content/Context: Time Concepts, Objects, Measurements, Interactions with People, Locations & Geography, Culture
Accuracy: This program's content is not organized by this category.

Program 4 *Le Cirque*

Description: Presents two sides of circus life. Illustrates the work behind the scenes and the practice necessary for good performance.
Mode: Listening, Reading, Fine Arts
Function: Exchanging Information, Evaluating & Commenting
Content/Context: Time Concepts, Objects, Measurements, Interactions with People, Locations & Geography, Culture, Immediate Environment, Daily Activities, Professions & Occupations, Leisure & Free Time
Accuracy: This program's content is not organized by this category.

Comerciales en Español

Source: Teacher's Discovery **Rating:** Desirable
Language: Spanish **Language Level:** First – Fourth Years
Grade: 9 – 12
Description: Fifteen Spanish TV commercials assembled especially for Spanish classes combine visual recognition of familiar products with contemporary Spanish and Latin culture.
Evaluation: An excellent source of cultural information. This is a collection of commercials recorded from South & Central American, Mexican, and Puerto Rican television.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Expressing Feelings, Observing Social Conventions
Content/Context: Food, Objects, Personal Needs, Professions & Occupations, Comparisons, Measurements
Accuracy: This program's content is not organized by this category.
Length: 30 minutes
Support Materials: None
Copyright Date: 1984

Comic Works

Source: Mindscape, Inc. **Rating:** Desirable
Language: General **Language Level:** First – Fourth Years
Grade Level: 6 – 12
Description: A very capable graphics and text generation program which allows the user to produce a story in comic strip format. *Comic Works* can display and print in many languages.
Evaluation: An exciting medium for student exploration of language. This program is not for the beginning computer user.
Mode: Reading, Writing, Fine Arts, Signs & Signals
Function: This program can be adapted to presentations in all categories.
Context/Content: This program can be adapted to presentations in all categories.
Accuracy: This program can be adapted to presentations in all categories.
Support Materials: Very complete documentation and sample files are provided.
Preparation: Extensive preparation will be required to produce original comic strips.
Classroom Setting: Small groups of students are preferred.
Program Type: Graphics, Word Processor
Equipment: MacIntosh
Price: $79.95 **Copyright Date:** 1986

Creacuentos (Kidwriter) – Levels I & II

Source: Gessler Educational Software **Rating:** Desirable
Language: Spanish **Language Level:** First – Fourth Years
Grade Level: 3 – 8
Description: Students create pictures and stories to go with them. *Kidwriter* displays all Spanish orthography.
Evaluation: Highly imaginative application of the computer to the language-learning process
Mode: Writing
Function: This program can be adapted to presentations in all categories.
Content/Context: This program can be adapted to presentations in all categories.
Accuracy: This program can be adapted to presentations in all categories.
Support Materials: Complete documentation describes the program's operations.
Preparation: Limited preparation is needed.
Classroom Setting: Individual students or small groups
Program Type: Word Processor, Graphics
Equipment: Apple II series; Commodore 64/128
Price: $37.95 **Copyright Date:** 1985

Creastorie (Kidwriter) – Levels I & II

Source: Gessler Educational Software **Rating:** Desirable
Language: Italian **Language Level:** First – Fourth Years
Grade Level: 3 – 8
Description: Students create pictures and stories to go with them. *Kidwriter* displays all Italian orthography.
Evaluation: Highly imaginative application of the computer to the language-learning process
Mode: Writing
Function: This program can be adapted to presentations in all categories.
Content/Context: This program can be adapted to presentations in all categories.
Accuracy: This program can be adapted to presentations in all categories.
Support Materials: Complete documentation describes the program's operations.
Preparation: Limited preparation is needed.
Classroom Setting: Individual students or small groups
Program Type: Word Processor, Graphics
Equipment: Apple II series
Price: $37.95 **Copyright Date:** 1985

Crossword Magic

Source: Mindscape, Inc. **Rating:** Desirable
Language: General **Language Level:** First – Third Years
Grade Level: 4 – 12
Description: Create crossword puzzles in Spanish, French, or German. Print the final puzzle or solve it on the screen.
Evaluation: This very good program can be used in a variety of assignments; teacher preparation time may be somewhat long.
Mode: Reading, Writing
Function: This program can be adapted to presentations in all categories.
Content/Context: This program can be adapted to presentations in all categories.
Accuracy: This program can be adapted to presentations in all categories.
Support Materials: Very complete documentation
Preparation: Some time is required to prepare content for this program to print.
Classroom Setting: All sized groupings
Program Type: Educational Game, Shell
Equipment: Apple II series; Commodore 64/128; a printer is recommended.
Price: $59.95 **Copyright Date:** 1984

Dasher

Source: CONDUIT **Rating:** Desirable
Language: General **Language Level:** First - Fourth Years
Grade Level: 4 – 12
Description: Instructors create drills for elementary and intermediate language students. Contains German, French, and Spanish starter disks. Reports errors in word order and marks extra characters in students' answers.
Evaluation: This drill & practice shell program is easy to use.
Mode: Reading, Writing
Function: This program can be adapted to presentations in all categories.
Content/Context: This program can be adapted to presentations in all categories.
Accuracy: This program can be adapted to presentations in all categories.
Support Materials: Documentation is very complete.
Preparation: First efforts at lesson/test creation will require significant time commitment; efficiency increases rapidly.
Classroom Setting: Individual students or small groups
Program Type: Shell, Drill & Practice
Equipment: Apple II series
Price: $150.00 **Copyright Date:** 1983

Dasher Drills for Contacts

Source: CONDUIT **Rating:** Desirable
Language: French **Language Level:** First & Second Years
Grade Level: 9 - 12
Description: This seven-disk series of programs is based on exercises from the text *Contacts*, Third Edition, by Jean-Paul and Rebecca Valette (Houghton Mifflin, 1985). These exercises are available in two modules which can be purchased separately (see Dasher).
Evaluation: These programs follow the textbook and are designed to be used as support for it.
Mode: Reading, Writing
Function: This program's content is not organized by this category.
Content/Context: This program's content is not organized by this category.
Accuracy: Structure, Orthography, Vocabulary
Support Materials: Adequate documentation includes specific lesson topic lists.
Preparation: When this program is used with the text, little student preparation is required.
Classroom Setting: Individual students
Program Type: Drill & Practice
Equipment: Apple II series; IBM
Price: $280.00 **Copyright Date:** 1986

Dasher Drills for Découverte et Création

Source: CONDUIT **Rating:** Desirable
Language: French **Language Level:** Fourth Year
Grade Level: 9 - 12
Description: This five-disk series of programs is based on exercises from the text *Découverte et Création*, Fourth Edition, by Gérard Jian and Ralph Hester with Gail Wade (Houghton Mifflin Company, 1985). These exercises are available in two modules which can be purchased separately (see Dasher).
Evaluation: These programs follow the textbook and are designed to be used as support for it.
Mode: Reading, Writing
Function: This program's content is not organized by this category.
Content/Context: This program's content is not organized by this category.
Accuracy: Structure, Orthography, Vocabulary
Support Materials: Adequate documentation includes specific lesson topic lists.
Preparation: When this program is used with the text, little student preparation is required.
Classroom Setting: Individual students
Program Type: Drill & Practice
Equipment: Apple II series; IBM
Price: $200.00 **Copyright Date:** 1986

Dasher Drills for Deutsch heute

Source: CONDUIT **Rating:** Desirable
Language: German **Language Level:** Third & Fourth Years
Grade Level: 9 - 12
Description: These programs are based on the text *Deutsch heute*, Third Edition, by Jack Moeller and Helmut Leidloff (Houghton, Mifflin Company, 1984). The drills include most of the exercises from the text which have specific right answers. Each exercise is keyed to the text. This package contains two modules which may be purchased separately (see Dasher).
Evaluation: These programs follow the textbook and are designed to be used as support for it.
Mode: Reading, Writing
Function: This program's content is not organized by this category.
Content/Context: This program's content is not organized by this category.
Accuracy: Structure, Orthography, Vocabulary
Support Materials: Adequate documentation includes specific lesson topic lists.
Preparation: When this program is used with the text, little student preparation is required.
Classroom Setting: Individual students
Program Type: Drill & Practice
Equipment: Apple II series; IBM
Price: $200.00 **Copyright Date:** 1985

Dasher Drills for Deutsche Sprache und Landeskunde

Source: CONDUIT **Rating:** Desirable
Language: German **Language Level:** Third & Fourth Years
Grade Level: 9 - 12
Description: This eight-disk series of programs is based on exercises from the text *Deutsche Sprache und Landeskunde,* Second Edition, by Crean, et al. (Random House, 1985). These exercises are available in two modules which can be purchased separately (see Dasher).
Evaluation: These programs follow the textbook and are designed to be used as support for it.
Mode: Reading, Writing
Function: This program's content is not organized by this category.
Content/Context: This program's content is not organized by this category.
Accuracy: Structure, Orthography, Vocabulary
Support Materials: Adequate documentation includes specific lesson topic lists.
Preparation: When this program is used with the text, little student preparation is required.
Classroom Setting: Individual students
Program Type: Drill & Practice
Equipment: Apple II series; IBM
Price: $320.00 **Copyright Date:** 1986

Dasher Drills for En Contacto

Source: CONDUIT **Rating:** Desirable
Language: Spanish **Language Level:** Third & Fourth Years
Grade Level: 9 - 12
Description: This five-disk series of programs is based on exercises from the text *En contacto,* Second Edition, by Valencia and Ferlonghi (Houghton Mifflin Company, 1985). These exercises are available in two modules which can be purchased seperately (see Dasher).
Evaluation: These programs follow the textbook and are designed to be used as support for it.
Mode: Reading, Writing
Function: This program's content is not organized by this category.
Content/Context: This program's content is not organized by this category.
Accuracy: Structure, Orthography, Vocabulary
Support Materials: Adequate documentation includes specific lesson topic lists.
Preparation: When this program is used with the text, little student preparation is required.
Classroom Setting: Individual students
Program Type: Drill & Practice
Equipment: Apple II series; IBM
Price: $200.00 **Copyright Date:** 1986

Dasher Drills for Prego!

Source: CONDUIT **Rating:** Desirable
Language: Italian **Language Level:** Third & Fourth Years
Grade Level: 9 - 12
Description: This nine-disk series of programs is based on exercises from the text *Prego! An Invitation to Italian*, Second Edition, by Graziana Lazzarino (Random House, Inc., 1980, 1984). These exercises are available in three modules which can be purchased separately (see Dasher).
Evaluation: These programs follow the textbook and are designed to be used as support for it.
Mode: Reading, Writing
Function: This program's content is not organized by this category.
Content/Context: This program's content is not organized by this category.
Accuracy: Structure, Orthography, Vocabulary
Support Materials: Adequate documentation includes specific lesson topic lists.
Preparation: When this program is used with the text, little student preparation is required.
Classroom Setting: Individual students
Program Type: Drill & Practice
Equipment: Apple II series; IBM
Price: $360.00 **Copyright Date:** 1985

Dasher Drills for Puntos de Partida

Source: CONDUIT **Rating:** Desirable
Language: Spanish **Language Level:** Second - Fourth Years
Grade Level: 9 - 12
Description: This five-disk series of programs is based on exercises from the text *Puntos de partida*, Second Edition, by Knorre, et al. (Random House, Inc., 1985). These exercises are available in two modules which can be purchased separately (see Dasher).
Evaluation: These programs follow the textbook and are designed to be used as support for it.
Mode: Reading, Writing
Function: This program's content is not organized by this category.
Content/Context: This program's content is not organized by this category.
Accuracy: Structure, Orthography, Vocabulary
Support Materials: Adequate documentation includes specific lesson topic lists.
Preparation: When this program is used with the text, little student preparation is required.
Classroom Setting: Individual students
Program Type: Drill & Practice
Equipment: Apple II series; IBM
Price: $200.00 **Copyright Date:** 1986

Dasher Drills for ¡En Camino!

Source: CONDUIT **Rating:** Desirable
Language: Spanish **Language Level:** Second - Fourth Years
Grade Level: 9 - 12
Description: This five-disk series of programs is based on exercises from the text *¡En camino!*, Third Edition, by Neale-Silva, et al, (Random House, Inc., 1985). These exercises are available in two modules which can be purchased separately (see Dasher).
Evaluation: These programs follow the textbook and are designed to be used as support for it.
Mode: Reading, Writing
Function: This program's content is not organized by this category.
Content/Context: This program's content is not organized by this category.
Accuracy: Structure, Orthography, Vocabulary
Support Materials: Adequate documentation includes specific lesson topic lists.
Preparation: When this program is used with the text, little student preparation is required.
Classroom Setting: Individual students
Program Type: Drill & Practice
Equipment: Apple II series; IBM
Price: $200.00 **Copyright Date:** 1986

Daumier: Chroniqueur d'une Époque

Source: International Film Bureau **Rating:** Desirable
Language: French **Language Level:** Third & Fourth Years
Grade Level: 9 – 12
Description: Daumier's political cartoons; a memorable portrait of the times of 1830 to 1870
Evaluation: This program may be of use in an advanced language class studying history or art. It will require considerable advance preparation of students.
Mode: Listening, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Observing Social Conventions
Content/Context: Time Concepts, Objects, Interactions with People, General Feelings, Personal Needs, Leisure & Free Time, Professions & Occupations, Comparisons, Current Events, Culture
Accuracy: This program's content is not organized by Accuracy categories.
Length: 11 minutes
Support Materials: Commentary is available from the producer.
Copyright Date: 1982

Deutsch Aktuell 1

Source: EMC Publishing **Rating:** Desirable
Language: German **Language Level:** First Year
Grade Level: 9 - 12
Description: Each disk in this set of ten contains programs for teaching vocabulary, grammar, reading comprehension, communication skills, and culture. This series is ancillary to the *Deutsch Aktuell* 1. (EMC Publishing).
Evaluation: This series of programs will work best when used with the text, but it can help students when used alone.
Mode: Reading, Writing
Function: This program's content is not organized by this category.
Content/Context: This program's content is not organized by this category.
Accuracy: Structure, Orthography, Vocabulary
Support Materials: Documentation is limited to basic descriptions of the program's content.
Preparation: Minimum preparation required
Classroom Setting: Individual students or small groups
Program Type: Drill & Practice
Equipment: Apple II series
Price: $495.00 **Copyright Date:** 1985

Deutsch Direkt!

Source: Films Incorporated **Rating:** Desirable
Language: German **Language Level:** First & Second Years
Grade Level: 9 – 12
Description: An invitation to discover Germany and Austria, to meet a variety of people from all walks of life, and to learn to speak their language. The course is based on dialogues and interviews specially filmed and recorded in West Germany and Austria. The intent is to teach communication in simple, everyday language. Each program contains explanatory material, problems, a quiz, and a *magazin*.
Evaluation: This series provides students with many opportunities to hear native speakers of German in culturally accurate, contemporary settings.
Length: Twenty 25-minute episodes
Support Materials: A textbook and workbook are available from EMC Publishing Co.
Copyright Date: 1986

Program 1 *Guten Tag*

Description: Documentary: Visiting Bremen, Cuxhaven, and the beach. Structure/Vocabulary: Greetings; introductions; asking where something is; gender; singular; plural; *der, die, das.*
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Observing Social Conventions, Regulating Conversations
Content/Context: Travel & Transportation, Locations & Geography, Leisure & Free Time, Immediate Environment
Accuracy: Structure, Pronunciation, Vocabulary

Program 2 *Volltanken, bitte!*

Description: Documentary: Places to visit along the Autobahn and in the city of Bremen. Situations: Filling gas tank, buying flowers, attending puppet theatre.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Observing Social Conventions, Regulating Conversations
Content/Context: Travel & Transportation, Locations & Geography, Leisure & Free Time, Immediate Environment, Personal Needs
Accuracy: Structure, Pronunciation, Vocabulary

Program 3 *Wo kann ich...?*

Description: Documentary: Bremen shopping, new and old. Situations: Finding parking, eating at Ratskeller, buying postcards. Structure/Vocabulary: Placing an order; word order.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Observing Social Conventions, Regulating Conversations
Content/Context: Food, Interactions with People, Time Concepts, Comparisons
Accuracy: Structure, Pronunciation, Vocabulary

Program 4 *Haben Sie ein Zimmer frei?*

Description: Documentary: Visiting country villages near Bremen. Situations: Asking for a room, going to the market and café. Structure/Vocabulary: Vocabulary for ordering food; asking people questions about themselves.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Observing Social Conventions, Regulating Conversations
Content/Context: Food, Interactions with People, Time Concepts, Comparisons, Locations & Geography
Accuracy: Structure, Pronunciation, Vocabulary

Program 5 *Ich hätte gerne...*

Description: Documentary: Leer, on the river Ems. Situations: Making purchases at a wine shop and at a tea shop. Structure/Vocabulary: Asking for what you want; quantity; adjectives; *oder*.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Observing Social Conventions, Regulating Conversations
Content/Context: Food, Interactions with People, Time Concepts, Comparisons, Locations & Geography
Accuracy: Structure, Pronunciation, Vocabulary

Program 6 *Wie komme ich...?*

Description: Documentary: East Friesland and Spetzerfehn. Situations: Asking directions. Structure/Vocabulary: Questions.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Observing Social Conventions, Regulating Conversations
Content/Context: Interactions with People, Time Concepts, Comparisons, Locations & Geography
Accuracy: Structure, Pronunciation, Vocabulary

Program 7 *Zweimal Bonn, bitte*

Description: Documentary: Traveling through Bremen, Bonn, and Würzburg. Situations: Buying train tickets, learning about time arrangements. Structure/Vocabulary: Time; days; numbers.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Observing Social Conventions, Regulating Conversations
Content/Context: Interactions with People, Time Concepts, Comparisons, Locations & Geography, Travel & Transportation
Accuracy: Structure, Pronunciation, Vocabulary

Program 8 *Grüss Gott!*

Description: Documentary: Würzburg job hunting. Situations: Interviews for jobs. Structure/Vocabulary: Countries; cities; months.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Observing Social Conventions, Regulating Conversations
Content/Context: Interactions with People, Professions & Occupations, Personal Needs
Accuracy: Structure, Pronunciation, Vocabulary

Program 9 *Darf ich?*

Description: Documentary: Health spa south of Würzburg. Situations: Going to the spa, discussion with a doctor, making a medical appointment. Structure/Vocabulary: Can/cannot do; may/may not do; must/must not do.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Observing Social Conventions, Regulating Conversations
Content/Context: General Feelings, Personal Needs, Professions & Occupations, Interactions with People
Accuracy: Structure, Pronunciation, Vocabulary

Program 10 *Zum Wohl!*

Description: Documentary: Wine growing area in Bavaria. Situations: Talking with the general manager of the wine-cellar. Structure/Vocabulary: Sweet; wine terminology.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Observing Social Conventions, Regulating Conversations
Content/Context: Personal Needs, Professions & Occupations, Locations & Geography
Accuracy: Structure, Pronunciation, Vocabulary

Program 11 *Was mögen Sie am liebsten?*

Description: Documentary: A vineyard in Volkach. Situations: Discussing the grape harvest and wine. Structure/Vocabulary: Saying what you like best and what you don't like so much; possessives; pronouns.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Observing Social Conventions, Regulating Conversations
Content/Context: Personal Needs, Professions & Occupations, Locations & Geography
Accuracy: Structure, Pronunciation, Vocabulary

Program 12 *Wo arbeiten Sie?*

Description: Documentary: Tourist and shop work in Regensburg. Situations: Discussions about their jobs with tourist guides. Structure/Vocabulary: Belonging; likes; word order; number forms.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Observing Social Conventions, Regulating Conversations
Content/Context: Travel & Transportation, Professions & Occupations
Accuracy: Structure, Pronunciation, Vocabulary

Program 13 *Was machen Sie in Ihrer Freizeit?*

Description: Documentary: Recreational activities. Situations: Discussions about hobbies, sports, and recreations. Structure/Vocabulary: Saying what you've done; the second person; talking about the past.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Observing Social Conventions, Regulating Conversations
Content/Context: Leisure & Free Time, Personal Needs
Accuracy: Structure, Pronunciation, Vocabulary

Program 14 *Wo wohnen Sie?*

Description: Documentary: Bamberg. Situations: Talking about where you live; concerns such as traffic problems. Structure/Vocabulary: Did or have done; how things are done; where; whose; dwelling places.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Observing Social Conventions, Regulating Conversations
Content/Context: Immediate Environment, Daily Activities, Locations & Geography
Accuracy: Structure, Pronunciation, Vocabulary

Program 15 *Wie ist es?*

Description: Documentary: Landmarks in Bremen and Regensburg; a boat trip on Danube. Situations: Talking with boatman, describing places. Structure/Vocabulary: Where; how to describe.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Observing Social Conventions, Regulating Conversations
Content/Context: Locations & Geography, Professions & Occupations
Accuracy: Structure, Pronunciation, Vocabulary

Program 16 *Regensburg und Richtung Salzburg*

Description: Documentary: Regensburg and introducing Salzburg. Situations: People at work: fish market, chocolate maker, builder. Structure/Vocabulary: Tourist's vocabulary.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Observing Social Conventions, Regulating Conversations
Content/Context: Locations & Geography, Professions & Occupations, Personal Needs, Immediate Environment
Accuracy: Structure, Pronunciation, Vocabulary

Program 17 *Altstadt*

Description: Documentary: Regensburg University and a stroll through the center of Salzburg. Situations: Discussing building restorations; the shops along the route of the stroll. Structure/Vocabulary: Questions; statements.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Observing Social Conventions, Regulating Conversations
Content/Context: Locations & Geography, Culture
Accuracy: Structure, Pronunciation, Vocabulary

Program 18 *Fasching und Festspiele*

Description: Documentary: A look at Mittenwald and at Salzburg, the Festival City. Situations: Discussions with craftsmen. Structure/Vocabulary: Events.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Observing Social Conventions, Regulating Conversations
Content/Context: Locations & Geography, Professions & Occupations, Culture
Accuracy: Structure, Pronunciation, Vocabulary

Program 19 *Schnee und Kaffee*

Description: Documentary: Winter sports in Mayrhofen. Situations: Discussions about sports; getting refreshments. Structure/Vocabulary: Requesting information or service.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Observing Social Conventions, Regulating Conversations
Content/Context: Locations & Geography, Leisure & Free Time, Food
Accuracy: Structure, Pronunciation, Vocabulary

Program 20 *Salzburg – ein letzter Besuch*

Description: Documentary: Salzburg, the city of Mozart. Situations: Discussion and history about the city from those who live in Salzburg.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Observing Social Conventions, Regulating Conversations
Content/Context: Locations & Geography, Culture
Accuracy: Structure, Pronunciation, Vocabulary

Deutschlandspiegel

Source: Goethe-Institut **Rating:** Desirable
Language: German **Language Level:** Third & Fourth years
Grade Level: 10 – 12
Description: Simplified-language versions of film clips from 1984-85 German newsreels. Each cassette is organized by a specific theme and is marked by simplified vocabulary and sentence structure and slower speaking rate. Permission is granted for classroom copying.
Evaluation: This program contains complex language and may be difficult for high school students. These videos are available at little or no charge to California teachers.
Length: Five collections of 1- to 3- minute episodes
Support Materials: Scripts for each of the episodes are provided in German.
Copyright Date: 1986

Themen I *Aus Landschaft und Städte*

Description: Landscapes and cities. Thirty vignettes dealing with northern and southern German sites such as Hamburg, Cologne, the Lüneburg Heath, Hanover, Essen, Trier, early Berlin, Heidelberg, and vineyards along the Rhine.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Regulating Conversations, Observing Social Conventions
Content/Context: Daily Activities, Locations & Geography, Immediate Environment, Culture
Accuracy: Structure, Pronunciation, Vocabulary

Themen II *Kultur*

Description: Culture. Twenty-two vignettes of classical, modern, and contemporary music, theater, and film presentations, artists and museums, and literary figures.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Regulating Conversations, Observing Social Conventions
Content/Context: Daily Activities, Locations & Geography, Culture
Accuracy: Structure, Pronunciation, Vocabulary

Themen III *Politik und Geschichte, Gesellschaft und Soziales*

Description: Politics and history, society and social matters. Six historical topics from the forties and thirteen modern social topics such as women's rights, workers' welfare, senior citizens' activities, and housing.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Regulating Conversations, Observing Social Conventions
Content/Context: Daily Activities, Locations & Geography, Culture, Interactions with People, General Feelings, Current Events
Accuracy: Structure, Pronunciation, Vocabulary

Themen IV *Bildung und Wissenschaft, Technik*

Description: Education, science, and technology. Nineteen vignettes covering such topics as higher education for veterinarians and musicians, bird breeding, computers, modern postal equipment, and agricultural experimental efforts.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Regulating Conversations, Observing Social Conventions
Content/Context: Daily Activities, Locations & Geography, Culture, Professions & Occupations
Accuracy: Structure, Pronunciation, Vocabulary

Themen V *Umweltschutz, Wirtschaft und Verkehr, Medien und Presse*

Description: Pollution, economy and traffic, radio, television, and the press. Nineteen vignettes about such topics as land, water, and air pollution, energy sources, automotive and textile industries, and various communication media.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Regulating Conversations, Observing Social Conventions
Content/Context: Daily Activities, Locations & Geography, Culture, Professions & Occupations
Accuracy: Structure, Pronunciation, Vocabulary

Developing Spanish Skills

Source: Queue, Inc. **Rating:** Desirable
Language: Spanish **Language Level:** First Year
Grade Level: K - 6
Description: A set of twelve programs with three matching games which help students learn vocabulary words or phrases for familiar objects and activities. Students' scores are automatically recorded on the disks.
Evaluation: This program is accompanied by illustrations and will be most effective in the early grades.
Mode: Reading, Writing, Signs & Signals
Function: This program's content is not organized by this category.
Content/Context: Food, Objects, Interactions with People, Immediate Environment Daily Activities, Personal Needs, Comparisons.
Accuracy: Vocabulary, Structure, Orthography
Support Materials: Simple documentation is adequate.
Preparation: Minimum preparation is required.
Classroom Setting: Individual students or small groups
Program Type: Educational Game
Equipment: Apple II series
Price: $795.00 **Copyright Date:** 1985

Dicho y Hecho

Source: Films Incorporated **Rating:** Desirable
Language: Spanish **Language Level:** First Year
Grade Level: 7 – 12
Description: Short, self-contained sequences, each dealing with a specific language function: Talking about yourself; feeling ill; saying sorry. Sketches performed by actors are complemented by documentary film shot on location in Spain and featuring Spaniards conversing in everyday situations.
Evaluation: Nicely organized set of videos, can be very useful in a situation-based program.
Length: Four 15-minute episodes
Support Materials: This series is accompanied by student notes, including key words and a transcript of all Spanish dialog.
Copyright Date: 1984

Program 1

Description: This episode concentrates on talking about oneself, feeling ill, and saying sorry.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Observing Social Conventions, Regulating Conversations, Expressing Feelings
Content/Context: Interactions with People, General Feelings, Personal Needs, Immediate Environment
Accuracy: Structure, Pronunciation, Vocabulary

Program 2

Description: This episode concentrates on asking permission, asking the way, and tickets and travel.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Observing Social Conventions, Regulating Conversations, Regulating Activities
Content/Context: Interactions with People, General Feelings, Personal Needs, Travel & Transportation, Time Concepts
Accuracy: Structure, Pronunciation, Vocabulary

Program 3

Description: This episode concentrates on asking for things, dealing with money, and needing things.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Observing Social Conventions, Regulating Conversations, Regulating Activities
Content/Context: Interactions with People, General Feelings, Personal Needs
Accuracy: Structure, Pronunciation, Vocabulary

Program 4

Description: This episode concentrates on making requests, coping with quantities, and asking the time.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Observing Social Conventions, Regulating Conversations, Regulating Activities
Content/Context: Interactions with People, General Feelings, Personal Needs, Measurements, Comparisons, Time Concepts
Accuracy: Structure, Pronunciation, Vocabulary

Die Postkarte

Source: International Film Bureau **Rating:** Desirable
Language: German **Language Level:** Third Year
Grade Level: 9 – 12
Description: Adapted from the story by Heinrich Böll, *Die Postkarte* is a moving drama concerning the power of a state over the lives of individuals in time of war. Set in 1939, the story opens as Bruno Schneider receives orders to report for eight weeks of army training. His hopes for the future are shattered.
Language: This black and white drama will provide a stirring basis for discussion of emotions and responsibility.
Mode: Listening, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Observing Social Conventions
Content/Context: Family Members, Food, Interactions with People, Immediate Environment, General Feelings, Daily Activities, Personal Needs, Leisure & Free Time, Travel & Transportation, Comparisons, Culture
Accuracy: Structure, Pronunciation, Vocabulary
Length: 25 minutes
Support Materials: A guide is available from the producer.
Copyright Date: 1969

Différenciations

Source: Éditions Ad Lib **Rating:** Desirable
Language: French **Language Level:** Second & Third Years
Grade Level: 7 -12
Description: A program designed for native speakers of French, it reinforces grammatical structures.
Evaluation: This program could be very useful for French immersion classes.
Mode: Writing, Reading
Function: This program's content is not organized by this category.
Content/Context: This program's content is not organized by this category.
Accuracy: Structure, Orthography, Vocabulary
Support Materials: Complete documentation includes word lists and scripts.
Preparation: Minimum preparation is required.
Classroom Setting: Individual students or small groups
Program Type: Educational Game
Equipment: Apple II series
Price: $49.95 **Copyright Date:** 1985

Eine Reise durch Deutschland

Source: Langenscheidt Publishers, Inc. **Rating:** Desirable
Language: German **Language Level:** First – Fourth Years
Grade Level: 7 – 12
Description: A cultural adventure game with several surprises. Students accumulate points as they correctly answer questions on German culture and language stemming from their simulated trip through Germany.
Evaluation: Excellent game incorporating language and cultural features
Mode: Reading, Writing, Fine Arts, Signs & Signals
Function: Exchanging Information, Observing Social Conventions, Evaluating & Commenting
Content/Context: Current Events, Culture, Locations & Geography
Accuracy: This program's content is not organized by this category.
Support Materials: Documentation is in German.
Preparation: Minimum preparation is required.
Classroom Setting: Individual students or small groups
Program Type: Educational Game
Equipment: Apple II series
Price: $39.95 **Copyright Date:** 1985

Ejercicios de Matemáticas

Source: MECC **Rating:** Desirable
Language: Spanish **Language Level:** First & Second Years
Grade Level: K – 6
Description: Spanish versions of eleven popular elementary math drills and games
Evaluation: This is a series of mathematics programs which will promote higher-level thinking.
Mode: Reading, Writing
Function: This program's content is not organized by this category.
Content/Context: Number & Alphabet, Locations & Geography
Accuracy: This program's content is not organized by this category.
Support Materials: Very complete documentation
Preparation: Integrating these programs into a communication-based classroom program will require significant preparation.
Classroom Setting: Individual students or small groups
Program Type: Drill & Practice
Equipment: Apple II series
Price: $39.00 **Copyright Date:** 1983

El Asistente del Instructor

Source: MECC **Rating:** Desirable
Language: Spanish **Language Level:** First & Second Years
Grade Level: 4 – 12
Description: Create and edit sets of multiple choice, true-false, or short answer exercises in any subject area or grade level. Students use the computer for interactive drill on exercises you have created.
Evaluation: Excellent value and easy to use
Mode: Reading, Writing
Function: This program can be adapted to presentations in all categories.
Content/Context: This program can be adapted to presentations in all categories.
Accuracy: This program can be adapted to presentations in all categories.
Support Materials: Very complete documentation
Preparation: Integrating this program into a communication-based classroom program will require significant preparation.
Classroom Setting: Individual students
Program Type: Utility
Equipment: Apple II series
Price: $49.00 **Copyright Date:** 1983

El Dialoguista

Source: InterLearn, Inc. **Rating:** Desirable
Language: Spanish **Language Level:** First & Second Years
Grade Level: 7 – 12
Description: Facilitates the "dialog journal" process with groups of students. The "dialog journal" is a regular written conversation between a teacher and students.
Evaluation: An excellent tool in the writing process.
Mode: Writing
Function: Exchanging Information, Evaluating & Commenting
Content/Context: This program can be adapted to presentations in all categories.
Accuracy: This program can be adapted to presentations in all categories.
Support Materials: Documentation is complete and comes with a tutorial and examples on diskette.
Preparation: Fairly extensive preparation will be required to use this program in a writing program.
Classroom Setting: Individual students and small groups
Program Type: Tutorial
Equipment: Apple II series
Price: $49.95 **Copyright Date:** 1986

El Mundo Hispanico

Source: D. C. Heath **Rating:** Desirable
Language: Spanish **Language Level:** First & Second Years
Grade Level: 7 – 12
Description: Introduces the student to various Hispanic countries, their capitals, and inhabitants.
Evaluation: Incorporates a number of cultural aspects in an interesting format.
Mode: Reading, Writing, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting
Content/Context: Objects, Interactions with People, Locations & Geography, Culture
Accuracy: Structure, Orthography, Vocabulary
Support Materials: Complete documentation includes word lists and classroom management suggestions.
Preparation: Very little preparation is required to integrate this program into the curriculum.
Classroom Setting: Individual students or small groups
Program Type: Educational Game
Equipment: Apple II series; color monitor is recommended.
Price: $120.00 **Copyright Date:** 1985

En Vacances

Source: D. C. Heath **Rating:** Exemplary
Language: French **Language Level:** First & Second Years
Grade Level: 7 -12
Description: Designed to review and expand French vocabulary and structure while extending the student's awareness of a foreign culture. Deals with the language and customs of traveling in the French-speaking world.
Evaluation: Provides an excellent base for introducing and reviewing the culture of the Francophone world.
Mode: Reading, Writing, Fine Arts, Signs & Signals
Function: Exchanging Infomation, Expressing Feelings, Observing Social Conventions, Regulating Activitie
Content/Context: Food, Objects, Interactions with People, General Feelings, Locations & Geography, Leisure & Free Time, Professions & Occupations, Travel & Transportation, Comparisons, Culture
Accuracy: Structure, Orthography, Vocabulary
Support Materials: Complete documentation includes word lists and classroom management suggestions.
Preparation: Very little preparation is required.
Classroom Setting: Individual students or small groups.
Program Type: Simulation.
Equipment: Apple II series; color monitor is recommended.
Price: $99.00 **Copyright Date:** 1984

En Ville

Source: D. C. Heath **Rating:** Exemplary
Language: French **Language Level:** First & Second Years
Grade Level: 7 – 12
Description: Designed to review and expand French vocabulary and structure while extending students' awareness of a foreign culture. This program centers on giving and following directions.
Evaluation: Provides an excellent introduction for giving or following directions.
Mode: Reading, Writing, Fine Arts, Signs & Signals
Function: Exchanging Infomation, Expressing Feelings, Regulating Activities, Observing Social Conventions
Content/Context: Objects, Interactions with People, Immediate Environment, General Feelings, Daily Activities, Personal Needs, Professions & Occupations, Travel & Transportation
Accuracy: Structure, Orthography, Vocabulary
Support Materials: Complete documentation includes word lists and classroom management suggestions.
Preparation: Very little preparation is required.
Classroom Setting: Individual students or small groups
Program Type: Simulation
Equipment: Apple II series; color monitor is recommended.
Price: $99.00 **Copyright Date:** 1984

Foreign Frenzy – French

Source: Queue, Inc. **Rating:** Desirable
Language: French **Language Level:** First & Second Years
Grade Level: 7 – 12
Description: An arcade-style game designed to teach students the definitions and spellings of French vocabulary words. The teacher may enter words into the lists this program uses.
Evaluation: Very entertaining, keeps the student's interest
Mode: Reading, Writing
Function: This program's content is not organized by this category.
Content/Context: Food, Objects, Personal Needs, Locations & Geography, Comparisons
Accuracy: Structure, Vocabulary
Support Materials: Documentation includes word lists.
Preparation: Minimum preparation is required.
Classroom Setting: Individual students or small groups
Program Type: Educational Game
Equipment: Apple II series
Price: $29.95 **Copyright Date:** 1985

Foreign Frenzy – Spanish

Source: Queue, Inc. **Rating:** Desirable
Language: Spanish **Language Level:** First & Second Years
Grade Level: 7 – 12
Description: An arcade-style game designed to teach students the definitions and spellings of Spanish vocabulary words. The teacher may enter words into the lists this program uses.
Evaluation: Fast moving and interesting presentation format
Mode: Reading, Writing
Function: This program's content is not organized by this category.
Content/Context: Food, Objects, Personal Needs, Locations & Geography, Comparisons
Accuracy: Structure, Vocabulary
Support Materials: Documentation includes word lists.
Preparation: Minimum preparation is required.
Classroom Setting: Individual students or small groups
Program Type: Educational Game
Equipment: Apple II series
Price: $29.95 **Copyright Date:** 1985

Foreign Language Instruction – Elementary Spanish

Source: Morrey's Microcomputer Materials **Rating:** Desirable

Language: Spanish **Language Level:** First & Second Years

Grade Level: 4 – 10

Description: Designed for work with small groups, this flexible drill & practice program provides students with practice in an interesting format.

Evaluation: Reviewers particularly liked the ability to edit and expand the content of the presentations.

Mode: Reading, Writing

Function: This program can be adapted to presentations in all categories.

Content/Context: This program can be adapted to presentations in all categories.

Accuracy: This program can be adapted to presentations in all categories.

Support Materials: Complete documentation includes suggested uses and settings and offers background on the use of computers in the foreign language classroom.

Preparation: Minimum preparation is required unless the teacher wishes to add original content.

Classroom Setting: Individual students or small groups

Program Type: Drill & Practice, Shell

Equipment: TRS-80 Model III/4

Price: $199.00 **Copyright Date:** 1986

Foreign Language Instruction – French Level 1

Source: Morrey's Microcomputer Materials **Rating:** Desirable

Language: French **Language Level:** First & Second Years

Grade Level: 9 – 12

Description: Vocabulary, drill, and review on grammatical forms and structures normally encountered in the first year of language instruction.

Evaluation: This program uses the capabilities of the computer well and provides students with a stimulating environment for practice.

Mode: Reading, Writing

Function: This program can be adapted to presentations in all categories.

Content/Context: This program can be adapted to presentations in all categories.

Accuracy: This program can be adapted to presentations in all categories.

Support Materials: Complete documentation includes suggested uses, settings and offers background on the use of computers in the foreign language classroom.

Preparation: Minimum preparation is required unless the teacher wishes to add original content.

Classroom Setting: Individual students or small groups

Program Type: Drill & Practice, Shell

Equipment: TRS-80 Model III/4

Price: $199.00 **Copyright Date:** 1986

France from Within, Tape 1

Source: Heinle & Heinle Publishers, Inc. **Rating:** Desirable
Language: French **Language Level:** First – Fourth Years
Grade Level: 9 – 12
Description: Eleven *documents authentiques* stress the human, personal side of modern French life. Entirely in French, it presents different authentic speech styles and regional accents. It aims to expose students to the culture, to give advanced students the opportunity to discuss the themes that emerge in the interviews, and to give all students the opportunity to develop their listening comprehension and communicative skills.
Evaluation: While the production values for some of the segments of this video are not at professional levels, the content may be very valuable for language study.
Length: Eleven 3- to 8-minute episodes
Support Materials: A study guide containing classroom suggestions, the complete transcript, notes, and exercises.
Copyright Date: 1986

Program 1 *Dans le TGV, Paris Lyon*

Description: Travel from the Gare de Lyon in Paris to Lyon. Listen to the chit-chat of the passengers, hear the conductor talk about his job, see what food is served on the train.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions
Content/Context: Interactions with People, Professions & Occupations, Food
Accuracy: Structure, Pronunciation, Vocabulary

Program 2 *Au Marché de Cavaillon*

Description: Take a tour through this colorful open-air market in Provence, listening to brief exchanges with vendors who sell everything from cheese and fruit to garlic and onions.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions
Content/Context: Food, Objects, Measurement, Comparisons, Interactions with People, Daily Activities, Personal Needs
Accuracy: Structure, Pronunciation, Vocabulary

Program 3 *Une Salade Niçoise*

Description: How do you make a perfectly mouthwatering salade niçoise? See a French cook demonstrate, and then do it yourself with her very own recipe, reproduced in the accompanying *Study Guide*.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions
Content/Context: Food, Professions & Occupations
Accuracy: Structure, Pronunciation, Vocabulary

Program 4 *Le Jeu de boules*

Description: A group of lively French teenagers explain and demonstrate this traditional game.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions
Content/Context: Interactions with People, Leisure, Culture
Accuracy: Structure, Pronunciation, Vocabulary

Program 5 *Le Domaine de l'Isolette*

Description: Take a tour of a winery with its owner, who presents the tools and techniques of his trade.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions
Content/Context: Professions & Occupations
Accuracy: Structure, Pronunciation, Vocabulary

Program 6 *Le Calumet, un café à Paris*

Description: Follow a garçon through a typical day in a café de quartier. Choose your snack: Will it be a croque-monsieur or an omelette?
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions
Content/Context: Food, Profession & Occupations, Interactions with People
Accuracy: Structure, Pronunciation, Vocabulary

Program 7 *Paul Bocuse, Chef-cuisinier, Lyon*

Description: Listen to France's greatest chef discuss traditional French gastronomy, nouvelle cuisine, his craft, and his achievements as we walk through the kitchen, dining rooms, and garden of his restaurant.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions
Content/Context: Professions & Occupations, Food, Culture
Accuracy: Structure, Pronunciation, Vocabulary

Program 8 *Isabelle Chesneau, étudiante en droit, l'Université de Grenoble*

Description: Hear a young law student discuss different aspects of French university life: exams, competition, student-teacher rapport.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions
Content/Context: Professions & Occupations, Daily Activities, Culture
Accuracy: Structure, Pronunciation, Vocabulary

Program 9 *Paulette Hébert, tripière-volaillére, Paris*

Description: The delightful Mme. Hébert talks about her life as a *petit commerçant* and shares her views on family life, youth, job satisfaction, and money.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions
Content/Context: Professions & Occupations, General Feelings, Daily Activities, Current Events
Accuracy: Structure, Pronunciation, Vocabulary

Program 10 *Giles Lipovetsky, philosophe et professeur de lycée, Grenoble*

Description: A look at social changes in France since 1968 includes Lipovetsky's opinions on technology, individualism, and the implantation of North American values in France.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions
Content/Context: Professions & Occupations, Comparisons, Daily Activities, Culture
Accuracy: Structure, Pronunciation, Vocabulary

Program 11 *Dominique Boudrand, mère de famille, St. Martin D'Uriage*

Description: This admirable young woman talks about women and the workplace, childrearing practices, and family life.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions
Content/Context: Culture
Accuracy: Structure, Pronunciation, Vocabulary

French Achievement I

Source: CBS Interactive Learning **Rating:** Desirable
Language: French **Language Level:** First & Second Years
Grade Level: 7 – 12
Description: Designed to strengthen grammar skills by testing various parts of speech and idiomatic expressions. Gives students practice in preparing for the grammar section of the *CEEB*.
Evaluation: This program is an excellent review of beginning vocabulary and grammar.
Mode: Reading, Writing
Function: This program's content is not organized by this category.
Content/Context: Objects, Interactions with People, Daily Activities, Personal Needs, Comparisons, Culture
Accuracy: Structure, Orthography, Vocabulary
Support Materials: Documentation is complete.
Preparation: Minimum preparation is required.
Classroom Setting: Individual students or small groups
Program Type: Drill & Practice
Equipment: Apple II series; IBM
Price: $49.95 **Copyright Date:** 1984

French Achievement II

Source: CBS Interactive Learning **Rating:** Desirable
Language: French **Language Level:** Third & Fourth Years
Grade Level: 7 – 12
Description: Designed to strengthen grammar skills by testing various parts of speech and idiomatic expressions. Gives students practice in preparing for the grammar section of the *CEEB.*
Evaluation: This program will provide advanced practice for the *CEEB.*
Mode: Reading, Writing
Function: This program's content is not organized by this category.
Content/Context: Objects, Interactions with People, Daily Activities, Personal Needs, Comparisons, Culture
Accuracy: Structure, Orthography, Vocabulary
Support Materials: Documentation is complete.
Preparation: Minimum preparation is required.
Classroom Setting: Individual students or small groups
Program Type: Drill & Practice
Equipment: Apple II series; IBM
Price: $49.95 **Copyright Date:** 1984

French Achievement III

Source: CBS Interactive Learning **Rating:** Desirable
Language: French **Language Level:** Third & Fourth Years
Grade Level: 9 – 12
Description: Designed to strengthen grammar skills by testing various parts of speech and idiomatic expressions. Gives students practice in preparing for the grammar section of the *CEEB.*
Evaluation: This program will provide advanced practice for the *CEEB.*
Mode: Reading, Writing
Function: This program's content is not organized by this category.
Content/Context: Objects, Interactions with People, Daily Activities, Personal Needs, Comparisons, Culture
Accuracy: Structure, Orthography, Vocabulary
Support Materials: Documentation is complete.
Preparation: Minimum preparation is required.
Classroom Setting: Individual students or small groups
Program Type: Drill & Practice
Equipment: Apple II series; IBM
Price: $49.95 **Copyright Date:** 1984

French Commercials

Source: Teacher's Discovery **Rating:** Desirable
Language: French **Language Level:** First – Fourth Years
Grade Level: 9 – 12
Description: These French commercial videos bring contemporary French culture alive. A starting point for discussions on food, family life, young people today, American influence on the French contemporary scene, and TV. Each commercial offers a wealth of possibilities for learning vocabulary and practicing simple modern French idioms.
Evaluation: An excellent source of cultural information.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Expressing Feelings, Observing Social Conventions
Content/Context: Food, Objects, Personal Needs, Professions & Occupations, Comparisons, Measurements
Accuracy: Structure, Orthography, Vocabulary
Length: 25 minutes
Support Materials: None
Copyright Date: 1985

French for Mastery

Source: D. C. Heath **Rating:** Desirable
Language: French **Language Level:** First Year
Grade Level: 7 – 12
Description: Complete and varied practice in beginning French vocabulary. This program is designed to accompany the *French for Mastery* textbook (D. C. Heath). This is three-disk set.
Evaluation: This program will prove useful with or without the text for which it was designed.
Mode: Reading, Writing
Function: Exchanging Information
Content/Context: Family Members, Food, Objects, Measurements, Immediate Environment, Daily Activities, Personal Needs, Locations & Geography, Leisure & Free Time, Professions & Occupations, Travel & Transportation
Accuracy: Structure, Orthography, Vocabulary
Support Materials: Complete documentation includes word lists and classroom management suggestions.
Preparation: Very little preparation is required.
Classroom Setting: Individual students or small groups
Program Type: Drill & Practice
Equipment: Apple II series; IBM; color monitor is recommended.
Price: $150.00 **Copyright Date:** 1985

French Grammar Computerized I

Source: Lingo Fun, Inc. **Rating:** Desirable

Language: French **Language Level:** First Year

Grade Level: 7 – 12

Description: This program gives explanations, practice, and testing on twenty grammar points covered in first-year French. A typical lesson has a review and a practice session.

Evaluation: This program provides practice on grammar only, randomizing the presentation.

Mode: Reading, Writing

Function: This program's content is not organized by this category.

Content/Context: This program's content is not organized by this category.

Accuracy: Structure, Vocabulary

Support Materials: Very limited documentation

Preparation: Minimum preparationis is required.

Classroom Setting: Individual students

Program Type: Drill & Practice

Equipment: Apple II series; IBM; Macintosh; Tandy

Price: $39.95 **Copyright Date:** 1985

French Grammar Computerized II

Source: Lingo Fun, Inc. **Rating:** Desirable

Language: French **Language Level:** Second Year

Grade Level: 7 – 12

Description: This program gives explanations, practice, and testing on twenty grammar points covered in first-year French.

Evaluation: This program provides practice on grammar only, randomizing the presentation.

Mode: Reading, Writing

Function: This program's content is not organized by this category.

Content/Context: This program's content is not organized by this category.

Accuracy: Structure, Vocabulary

Support Materials: Very limited documentation

Preparation: Minimum preparation is required.

Classroom Setting: Individual students

Program Type: Drill & Practice

Equipment: Apple II series; IBM; Macintosh

Price: $39.95 **Copyright Date:** 1985

French Idiom Master

Source: Lingo Fun, Inc. **Rating:** Desirable
Language: French **Language Level:** First – Fourth Years
Grade Level: 7 – 12
Description: Practice in associating idioms or problem words with proper sentence context. It contains an editor which allows the teacher to add original content.
Evaluation: Particularly useful for multi-level classrooms. Scoring is very useful.
Mode: Reading, Writing
Function: Exchanging Information, Expressing Feelings, Regulating Activities
Content/Context: Time Concepts, Interactions with People, Immediate Environment, General Feelings, Daily Activities, Personal Needs, Leisure & Free Time
Accuracy: Structure, Orthography, Vocabulary
Support Materials: Very limited documentation
Preparation: Minimum preparation is required unless teacher provides original content.
Classroom Setting: Individual students
Program Type: Drill & Practice, Shell
Equipment: Apple II series
Price: $39.95 **Copyright Date:** 1984

French Micro SCRABBLE™

Source: Gessler Educational Software **Rating:** Desirable
Language: French **Language Level:** First – Fourth Years
Grade Level: 3 – 12
Description: A computer version of the world-renowned board game. Students may compete against other people or the computer.
Evaluation: This game allows students to use vocabulary words in a unique environment.
Mode: Writing, Reading
Function: This program's content is not organized by this category.
Content/Context: This program's content is not organized by this category.
Accuracy: Orthography
Support Materials: Simple documentation is limited to program operation instruction.
Preparation: Minimum preparation is required.
Classroom Setting: Small groups
Program Type: Educational Game
Equipment: Commodore 64/128
Price: $39.95 **Copyright Date:** 1984

French Vocabulary Games

Source: Queue, Inc. **Rating:** Desirable
Language: French **Language Level:** First – Fourth Years
Grade Level: 4 – 12
Description: A collection of seven games and a system which allows the teacher to create content for these games. The games are Dictionary, Hangman, Scrambled Eggs, Spelling Bee, Superguess, Tic-Tac-Toe, and Wordsearch.
Evaluation: This program can be used to create an unlimited number of content-organized games.
Mode: Reading, Writing
Function: This program can be adapted to presentations in all categories.
Content/Context: This program can be adapted to presentations in all categories.
Accuracy: This program can be adapted to presentations in all categories.
Support Materials: Documention includes word lists.
Preparation: Minimum preparation is required unless the teacher chooses to create original content lists.
Classroom Setting: Individual students or small groups
Program Type: Educational Game, Shell
Equipment: Apple II series
Price: $49.95 **Copyright Date:** 1985

French Word Order

Source: Gessler Educational Software **Rating:** Desirable
Language: French **Language Level:** First – Fourth Years
Grade Level: 9 – 12
Description: Teaches the linguistic patterns of sentences in French. Words appear out of sequence, and students must rearrange them to form a sentence.
Evaluation: Interesting format for the practice of sentence structures
Mode: Reading, Writing
Function: This program's content is not organized by this category.
Content/Context: This program's content is not organized by this category.
Accuracy: Structure
Support Materials: Simple documentation includes word lists.
Preparation: Minimum preparation is required.
Classroom Setting: Individual students or small groups
Program Type: Drill & Practice
Equipment: Apple II series
Price: $37.95 **Copyright Date:** 1985

Gabi und Frank

Source: Gessler Publishing Company **Rating:** Desirable
Language: German **Language Level:** First Year
Grade Level: 9 – 12
Description: Twelve five-minute segments contained on one tape. Episodes of everyday life situations in the life of a young couple. Some segments contain documentary material, while each introduces new vocabulary and grammar.
Evaluation: This series presents the daily lives of two young people in Germany. It is very contemporary and should be interesting to high school students.
Length: Twelve 5-minute episodes
Support Materials: Accompanying self-guide, classroom workbook, and audiocassettes for drill and practice are available.
Copyright Date: 1986

Program 1 *Wer ist das?*

Description: Documentary: Discussion of the Federal Republic of Germany. Situations: Introducing oneself. Structure/Vocabulary: Irregular and regular verbs; the alphabet.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Regulating Activities, Observing Social Conventions
Content/Context: Numbers & Alphabet, Interactions with People, Daily Activities, Personal Needs, Culture
Accuracy: Structure, Pronunciation, Vocabulary

Program 2 *Gabis Freund Peter*

Description: Documentary: München. Situations: Peter meets another young male friend of Gabi's. Structure/Vocabulary: Genitive; verbs; questions and answers.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Regulating Activities, Observing Social Conventions
Content/Context: Interactions with People, Daily Activities, Personal Needs, Culture
Accuracy: Structure, Pronunciation, Vocabulary

Program 3 *Männer unter sich*

Description: Documentary: At The English Garden, a park in Munich. Situations: The two young men become better acquainted. Structure/Vocabulary: Second person singular and plural; *die sie* form; numbers.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Regulating Activities, Observing Social Conventions
Content/Context: Interactions with People, Daily Activities, Personal Needs, Culture
Accuracy: Structure, Pronunciation, Vocabulary

Program 4 *Auf dem Viktualienmarkt*

Description: Documentary: Southern Germany. Situations: A trip to the food market. Structure/Vocabulary: Plurals.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Regulating Activities, Observing Social Conventions
Content/Context: Interactions with People, Daily Activities, Personal Needs, Culture, Locations & Geography
Accuracy: Structure, Pronunciation, Vocabulary

Program 5 *Wieviel kostet das?*

Description: Documentary: Population of Germany; carnivals. Situation: Discussing lists of foods. Structure/Vocabulary: Money; amounts.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Regulating Activities, Observing Social Conventions
Content/Context: Interactions with People, Daily Activities, Personal Needs, Culture, Number & Alphabet, Comparisons
Accuracy: Structure, Pronunciation, Vocabulary

Program 6 *Was brauchen wir denn?*

Description: Situations: Discussing lists of foods; getting around town.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Regulating Activities, Observing Social Conventions
Content/Context: Interactions with People, Daily Activities, Personal Needs, Culture, Food, Locations & Geography, Travel & Transportation
Accuracy: Structure, Pronunciation, Vocabulary

Program 7 *Hast du alles?*

Description: Situations: More discussion about the evening's activities.
Structure/Vocabulary: Time; the accusative; *was* and *wo*.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Regulating Activities, Observing Social Conventions
Content/Context: Interactions with People, Daily Activities, Personal Needs, Culture, Leisure & Free Time
Accuracy: Structure, Pronunciation, Vocabulary

Program 8 *Computer oder Kino?*

Description: Situations: Differences over preferred activities.
Structure/Vocabulary: Declension of adjectives; *wollen* and *müssen*; verbs.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Regulating Activities, Observing Social Conventions
Content/Context: Interactions with People, Daily Activities, Personal Needs, Culture, Leisure & Free Time
Accuracy: Structure, Pronunciation, Vocabulary

Program 9 *Die neuen Möbel*

Description: Documentary: Frankfurt. Situations: Discussing major expenditures.
Structure/Vocabulary: Personal pronouns; adjectives.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Regulating Activities, Observing Social Conventions
Content/Context: Interactions with People, Daily Activities, Personal Needs, Culture, Locations & Geography
Accuracy: Structure, Pronunciation, Vocabulary

Program 10 *Hast du in der Lotterie gewonnen?*

Description: Situations: Discussing some common activities.
Structure/Vocabulary: Prepositions; irregular verbs; *mit*.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Regulating Activities, Observing Social Conventions
Content/Context: Interactions with People, Daily Activities, Personal Needs, Culture
Accuracy: Structure, Pronunciation, Vocabulary

Program 11 *In diesem Jahr nicht!*

Description: Situations: Discussing the new car and why a trip is too expensive. Structure/Vocabulary: *Wohin, wo, warum*; articles and verbs.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Regulating Activities, Observing Social Conventions
Content/Context: Interactions with People, Daily Activities, Personal Needs, Culture, Travel & Transportation
Accuracy: Structure, Pronunciation, Vocabulary

Program 12 *Fahrt nach Salzburg*

Description: Documentary: Salzburg. Situations: Discussing the tour of Salzburg.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Regulating Activities
Content/Context: Interactions with People, Daily Activities, Personal Needs, Culture, Travel & Transportation
Accuracy: Structure, Pronunciation, Vocabulary

German Achievement I

Source: CBS Interactive Learning **Rating:** Desirable
Language: German **Language Level:** First & Second Years
Grade Level: 7 – 12
Description: Designed to help students prepare for the vocabulary section of the *CEEB*. Strengthens vocabulary skills by testing various parts of speech and idiomatic expressions.
Evaluation: This program is an excellent review of beginning vocabulary and grammar.
Mode: Reading, Writing
Function: This program's content is not organized by this category.
Content/Context: Objects, Interactions with People, Daily Activities, Personal Needs, Comparisons, Culture
Accuracy: Structure, Orthography, Vocabulary
Support Materials: Documentation is complete.
Preparation: Minimum preparation is required.
Classroom Setting: Individual students or small groups
Program Type: Drill & Practice
Equipment: Apple II series
Price: $49.95 **Copyright Date:** 1985

German Commercials

Source: Teacher's Discovery **Rating:** Desirable
Language: German **Language Level:** First – Fourth Years
Grade Level: 9 – 12
Description: Brings contemporary German culture alive. Includes short cartoon clips from German TV. Stimulates discussion on topics such as food, family life, young people today, American influence on the German contemporary scene, and TV. Offers a wealth of possibilities for learning vocabulary and practicing simple modern German idioms.
Evaluation: An excellent source of cultural information
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Expressing Feelings, Observing Social Conventions
Content/Context: Food, Objects, Personal Needs, Professions & Occupations, Comparisons, Measurements
Accuracy: Structure, Orthography, Vocabulary
Length: 25 minutes
Support Materials: None
Copyright Date: 1985

German Idiom Master

Source: Lingo Fun, Inc. **Rating:** Desirable
Language: German **Language Level:** First – Fourth Years
Grade Level: 7 – 12
Description: Practice in associating idioms or problem words with proper sentence context
Evaluation: Particularly useful for multi-level classrooms. Scoring is very useful.
Mode: Reading, Writing
Function: Exchanging Information, Expressing Feelings, Regulating Activities
Content/Context: Time Concepts, Interactions with People, Immediate Environment, General Feelings, Daily Activities, Personal Needs, Leisure & Free Time
Accuracy: Structure, Orthography, Vocabulary
Support Materials: Very limited documentation
Preparation: Minimum preparation is required unless the teacher provides original content.
Classroom Setting: Individual students
Program Type: Drill & Practice, Utility, Shell
Equipment: Apple II series
Price: $39.95 **Copyright Date:** 1984

German Vocabulary Games

Source: Queue, Inc. **Rating:** Desirable
Language: German **Language Level:** First – Fourth Years
Grade Level: 4 – 12
Description: Seven educational games and a system which allows the teacher to create content for these games. The games are Dictionary, Hangman, Scrambled Eggs, Spelling Bee, Superguess, Tic-Tac-Toe, and Wordsearch.
Evaluation: This program can be used to create an unlimited number of content-organized games.
Mode: Reading, Writing
Function: This program can be adapted to presentations in all categories.
Content/Context: This program can be adapted to presentations in all categories.
Accuracy: This program can be adapted to presentations in all categories.
Support Materials: Documention includes word lists.
Preparation: Minimum preparationis required unless the teacher chooses to create original content lists.
Classroom Setting: Individual students or small groups.
Program Type: Educational Game
Equipment: Apple II series
Price: $49.95 **Copyright Date:** 1985

German Word Order

Source: Gessler Educational Software **Rating:** Desirable
Language: German **Language Level:** First – Fourth Years
Grade Level: 9 – 12
Description: A program which teaches the linguistic patterns of sentences in German. Words appear out of sequence, and students must rearrange them to form a sentence.
Evaluation: Interesting format for the practice of sentence structures
Mode: Reading, Writing
Function: This program's content is not organized by this category.
Content/Context: This program's content is not organized by this category.
Accuracy: Structure
Support Materials: Simple documentation includes word lists.
Preparation: Minimum preparation is required.
Classroom Setting: Individual students or small groups
Program Type: Drill & Practice
Equipment: Apple II series
Price: $37.95 **Copyright Date:** 1983

Geschichtenschreiber (Kidwriter) – Levels I & II

Source: Gessler Educational Software **Rating:** Desirable
Language: German **Language Level:** First – Fourth Years
Grade Level: 3 – 8
Description: Students create pictures and stories to go with them. *Kidwriter* can display all German orthography.
Evaluation: Highly imaginative application of the computer to the language learning process
Mode: Writing
Function: This program can be adapted to presentations in all categories.
Content/Context: This program can be adapted to presentations in all categories.
Accuracy: This program can be adapted to presentations in all categories.
Support Materials: Complete documentation describes the program's operations.
Preparation: Limited preparation is needed
Classroom Setting: Individual students or small groups
Program Type: Word Processor, Graphics
Equipment: Apple II series; Commodore 64/128
Price: $37.95 **Copyright Date:** 1985

Greek Language and People

Source: Films Incorporated **Rating:** Desirable
Language: Greek **Language Level:** First Year
Grade Level: 9 – 12
Description: Each program deals with a specific useful language topic such as ordering drinks and a meal, greetings, asking the way, buying things, expressing likes and dislikes,and finding somewhere to stay. These are complemented by documentary sequences, with English commentary, about contemporary Greek life and culture.
Evaluation: **Please note:** Episode 10 contains a ten-second segment in which the unclothed female form is shown. Prescreening by the teacher and selective presentation of this episode is recommended.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Length: Ten 25-minute episodes
Support Materials: A teacher's guide accompanies this series. A student textbook and audiocassettes are available.
Copyright Date: 1979

Program 1 *Ordering Drinks*

Description: Documentary: Real life in contemporary Greece. Situations: Ordering in a tavern; greeting people. Structure/Vocabulary: Introduction to pronunciation.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Expressing Feelings, Regulating Activities
Content/Context: Food, Measurement, Number & Alphabet, Interactions with People
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 2 *Ordering a Meal*

Description: Documentary: Life in contemporary Greece and a visit to Crete. Situations: Visiting different public areas and a restaurant. Structure/Vocabulary: Alphabet; facial gestures used for communication.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Expressing Feelings, Regulating Activities
Content/Context: Food, Number & Alphabet, Interactions with People, Daily Activities, Travel & Transportation, Culture
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 3 *Asking the Way*

Description: Documentary: Various sites in rural and urban Greece. Situations: Asking directions to places. Structure/Vocabulary: Asking where and whether nearby; Getting someone's attention.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Expressing Feelings, Regulating Activities
Content/Context: Food, Number & Alphabet, Interactions with People, Daily Activities, Travel & Transportation, Culture
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 4 *Meeting People*

Description: Documentary: Contemporary Greek social and business settings. Situations: Getting acquainted; what a Greek person is likely to ask a new acquaintance. Structure/Vocabulary: Alphabet; word forms; negatives.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Expressing Feelings, Regulating Activities
Content/Context: Food, Numbers & Alphabet, Interactions with People, Daily Activities, Professions & Occupations
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 5 *Buying Things*

Description: Documentary: Visiting various shops in contemporary Greece. Situations: Asking for and buying various items; asking the cost; checking size and weight. Structure/Vocabulary: Numbers; nouns for common objects.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Expressing Feelings, Regulating Activities
Content/Context: Food, Numbers & Alphabet, Interactions with People, Daily Activities, Personal Needs, Comparisons
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 6 *Getting Around: Transport and Time*

Description: Documentary: Travel by train, bus, or boat in Greece. Situations: Catching a bus; arranging for boat trip; buying tickets. Structure/Vocabulary: Road signs; clock time; day in time.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Expressing Feelings, Regulating Activities
Content/Context: Food, Numbers & Alphabet, Interactions with People, Daily Activities, Travel & Transportation
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 7 *Finding Somewhere to Stay*

Description: Documentary: Visiting in Athens. Situations: Finding a room in a hotel; talking with the receptionist. Structure/Vocabulary: From; until; days of the week; where is a place?
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Expressing Feelings, Regulating Activities
Content/Context: Food, Numbers & Alphabet, Interactions with People, Daily Activities, Travel & Transportation
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 8 *Who's Who*

Description: Documentary: Meeting the Greek people. Situations: Holding conversations with Greek people; describing the people and their relationships. Structure/Vocabulary: Descriptive words and phases; gender.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Expressing Feelings, Regulating Activities, Regulating Conversations
Content/Context: Food, Numbers & Alphabet, Interactions with People, Daily Activities, Travel & Transportation, Family Members
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 9 *Likes and Dislikes*

Description: Documentary: Some common activities in contemporary Greek culture. Situations: Discussing personal preferences: food, recreation, etc. Structure/Vocabulary: How one feels; personal items; likes & dislikes.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Expressing Feelings, Regulating Activities, Observing Social Conventions
Content/Context: Food, Numbers & Alphabet, Interactions with People, Daily Activities, Travel & Transportation, Current Events, Culture
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 10 *Let's Have a Look: Review*

Description: Documentary: Review of what has been learned. Situations: Talking with Greek people and getting around. Structure/Vocabulary: Reading a menu; reading film advertisements, etc. **This episode contains scenes of nude sunbathing; selective screening is advised.**
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Expressing Feelings, Regulating Activities, Regulating Conversations, Observing Social Conventions
Content/Context: Food, Numbers & Alphabet, Interactions with People, Daily Activities, Travel & Transportation
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Guide de l'Enseignant

Source: MECC **Rating:** Desirable
Language: French **Language Level:** First & Second Years
Grade Level: 4 – 12
Description: Create and edit sets of multiple choice, true-false, or short answer exercises in any subject area or grade level. Students use the computer for interactive drill on exercises you have created.
Evaluation: Excellent value and easy to use.
Mode: Reading, Writing
Function: This program can be adapted to presentations in all categories.
Content/Context: This program can be adapted to presentations in all categories.
Accuracy: This program can be adapted to presentations in all categories.
Support Materials: Very complete documentation
Preparation: Integrating this program into a communication-based classroom program will require significant preparation.
Classroom Setting: Individual students
Program Type: Drill & Practice, Shell
Equipment: Apple II series
Price: $49.00 **Copyright Date:** 1983

Gutenberg, Jr.

Source: Gessler Educational Software **Rating:** Desirable
Language: General **Language Level:** First – Fourth Years
Grade Level: 7 – 12
Description: A full-featured word processor capable of displaying and printing all foreign languages
Evaluation: An excellent word processor
Mode: Writing
Function: This program can be adapted to presentations in all categories.
Content/Context: This program can be adapted to presentations in all categories.
Accuracy: This program can be adapted to presentations in all categories.
Support Materials: Complete documentation. A *Foreign Language Teacher's Application Disk* (FLTAD) of utilities is available for $39.95.
Preparation: Extensive preparation is required for first use. The tutorial provided will assist early efforts.
Classroom Setting: Individual students
Program Type: Word Processor
Equipment: Apple II series; Imagewriter printer; Epson printer version is available.
Price: $99.95 **Copyright Date:** 1986

Homophones

Source: Gessler Educational Software **Rating:** Desirable
Language: French **Language Level:** First & Second Years
Grade Level: 7 – 12
Description: A program for learning and reviewing French homophones. The students choose from one of twelve words and are given eight-line texts in which they must fill in a homophone.
Evaluation: Interesting format in which to practice this structure. The editor is easy to use and this feature adds to the programs value.
Mode: Reading, Writing
Function: This program's content is not organized by this category.
Content/Context: This program's content is not organized by this category.
Accuracy: Structure, Vocabulary
Support Materials: Complete documentation
Preparation: Minimum preparation required unless the teacher wishes to add content.
Classroom Setting: Individual students or small groups
Program Type: Drill & practice
Equipment: Apple II series
Price: $49.95 **Copyright Date:** 1984

Idea Cat – Level I

Source: Ballard & Tighe, Inc. **Rating:** Desirable
Language: Spanish **Language Level:** First & Second Years
Grade Level: K – 9
Description: Reinforcement tool for basic concepts. Animation and speech are used to increase understanding. The content of this program is based on the IDEA Oral Language Program.
Evaluation: The good graphics and the error correction and feedback procedures make this program especially effective for younger students.
Mode: Listening, Reading, Writing
Function: Exchanging Information
Content/Context: Family Members, Immediate Environment
Accuracy: Orthography, Vocabulary
Support Materials: Complete documentation includes a script.
Preparation: Lessons supplied can be used without additional preparation. Creating additional lessons will require significant time commitment.
Classroom Setting: Individual students or small groups
Program Type: Drill & Practice, Shell
Equipment: Apple II series
Price: $135.00 **Copyright Date:** 1986

Introduction au Passé

Source: University of California **Rating:** Desirable
Language: French **Language Level:** First & Second Years
Grade Level: 9 – 12
Description: Two students discuss their weekend's activities and demonstrate the uses of both the *passé composé* and the *imparfait*.
Evaluation: This program is good for demonstrating the use of narrative skills.
Mode: Listening, Reading, Writing
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities
Content/Context: Time Concepts, Food, Objects, Interactions with People, Immediate Environment, General Feelings, Daily Activities, Personal Needs, Locations & Geography, Leisure & Free Time
Accuracy: Structure, Pronunciation, Orthography
Length: 17 minutes
Support Materials: None
Copyright Date: 1984

Italian Grammar Computerized I

Source: Lingo Fun, Inc. **Rating:** Desirable
Language: Italian **Language Level:** First Year
Grade Level: 7 – 12
Description: Twenty lessons providing review and practice in a number of the basic grammar structures introduced in beginning textbooks.
Evaluation: This program provides practice on grammar only, randomizing the presentation.
Mode: Reading, Writing
Function: This program's content is not organized by this category.
Content/Context: This program's content is not organized by this category.
Accuracy: Structure, Vocabulary
Support Materials: Very limited documentation
Preparation: Minimum preparation is required.
Classroom Setting: Individual students
Program Type: Drill & Practice
Equipment: Apple II series; IBM; Macintosh
Price: $49.95 **Copyright Date:** 1986

Jack Bombe

Source: Lingo Fun, Inc. **Rating:** Exemplary
Language: French **Language Level:** Second – Fourth Years
Grade Level: 7 – 12
Description: An adventure game which places the student in situations which require logical thought. This game is entirely in French.
Evaluation: This program has potential for use in a communication-based classroom. It has good graphics and requires the student to use the language.
Mode: Reading, Writing, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Regulating Activities, Observing Social Conventions
Content/Context: Interactions with People
Accuracy: The program's content is not organized by this category.
Support Materials: Documentation is this program's weakest point.
Preparation: Use of this program will require the teacher to prepare the students extensively.
Classroom Setting: Small groups of students preferred
Program Type: Educational Game
Equipment: Apple II series
Price: $39.95 **Copyright Date:** 1984

Jeux de Vocabulaire

Source: Learning Well **Rating:** Desirable
Language: French **Language Level:** First & Second Years
Grade Level: 3 – 12
Description: Four programs which reinforce word association, understanding analogy, and word definitions for more than 1000 French words.
Evaluation: This program is very comprehensive and presents its content in four motivating styles.
Mode: Reading, Writing
Function: This program's content is not organized by this category.
Content/Context: This program can be adapted to presentations in all categories.
Accuracy: Structure, Orthography, Vocabulary
Support Materials: Very complete documentation includes word lists and activity sheets.
Preparation: Minimum preparation is required.
Classroom Setting: Individual students, small groups, or large groups
Program Type: Educational Game
Equipment: Apple II series; Printer optional
Price: $49.95 **Copyright Date:** 1986

Jeux Mathématiques Classiques

Source: MECC **Rating:** Desirable
Language: French **Language Level:** First & Second Years
Grade Level: K – 6
Description: Five educational games in French sharpen students' logic and arithmetic skills.
Evaluation: These classic MECC Math games provide student with an interesting environment in which to use French.
Mode: Reading, Writing
Function: Evaluating & Commenting
Content/Context: Number & Alphabet
Accuracy: Orthography, Vocabulary
Support Materials: Very complete documentation
Preparation: Integrating this program into a communication-based classroom program will require significant preparation.
Classroom Setting: Individual students
Program Type: Educational Games
Equipment: Apple II series
Price: $39.00 **Copyright Date:** 1984

Juegos Comunicativos

Source: Random House College Software **Rating:** Exemplary
Language: Spanish **Language Level:** First & Second Years
Grade Level: 7 – 12
Description: The activities in this package are designed to provide a form of integrated communicative practice in which Spanish vocabulary and structure are used to solve a problem rather than to satisfy the requirements of a drill. Each activity in this program is keyed to a particular stage in *Punto de partida* (Random House).
Evaluation: These activities are designed to allow the student to use a wide variety of language input. A very creative language tool.
Mode: Reading, Writing
Function: Exchanging Information, Evaluating & Commenting
Content/Context: Comparisons, Objects
Accuracy: Vocabulary
Support Materials: Documentation includes word lists and scripts.
Preparation: Minimum preparation is required.
Classroom Setting: Individual students or small groups
Program Type: Educational Game
Equipment: Apple II series
Price: Free to buyers of Random House texts. **Copyright Date:** 1986

Juegos de Vocabulario

Source: Learning Well **Rating:** Desirable
Language: Spanish **Language Level:** First & Second Years
Grade Level: 3 – 12
Description: Four programs which reinforce word association, understanding analogy, and word definitions for more than 1000 Spanish words.
Evaluation: This program is very comprehensive and presents its content in four motivating styles.
Mode: Reading, Writing
Function: This program's contents are not organized by this category.
Content/Context: This program's presentations can be adapted to presentations in all categories.
Accuracy: Structure, Orthography, Vocabulary
Support Materials: Very complete documentation includes word lists and activity sheets.
Preparation: Minimum preparation is required.
Classroom Setting: Individual students, small groups, or large groups
Program Type: Educational Game
Equipment: Apple II series; Printer optional
Price: $39.95 **Copyright Date:** 1986

La Boîte à Puces

Source: The Learning Company **Rating:** Desirable
Language: French **Language Level:** First & Second Years
Grade Level: 5 – 12
Description: Students learn how to build computers and in the process learn how to apply logic to problems. This is the French adaptation of the famous *Rocky's Boots*.
Evaluation: This is a rich simulation which will challenge users to apply themselves in order to solve the problems posed.
Mode: Reading, Writing
Function: Exchanging Information, Evaluating & Commenting, Regulating Activities
Content/Context: Objects, Measurement, Comparisons
Accuracy: This program is not organized by this category.
Support Materials: Documentation includes sample work sheets.
Preparation: Very little teacher preparation is needed for students to use this program.
Classroom Setting: Pairs or small groups
Program Type: Simulation
Equipment: Apple II series; Atari; color monitor is required.
Price: $64.95 **Copyright Date:** 1985

La France Telle Qu'elle Est

Source: Media Guild **Rating:** Desirable
Language: French **Language Level:** First & Second Years
Grade Level: 9 – 12
Description: Each of the five films in this series has three parts: a documentary about one aspect of French life; role playing dialogues; and an interview with a French national.
Evaluation: The segments on modern France will prove the most useful portions of this series.
Length: Five 19-minute episodes
Support Materials: No materials accompany this series.
Copyright Date: 1977

Program 1 *Paris, Aujourd'hui*

Description: Paris is a modern city and the film looks at the new Charles de Gaulle airport, the Pompidou cultural center, *La Defense*, which is a new suburb in Paris combining working and living environments into a new town complex, and the RER (*Reseau Express Regional*) a new deep level suburban metro. Situation: Ticket buying and information seeking.

Mode: Listening, Reading, Fine Arts, Signs & Signals

Function: Exchanging Information

Content/Context: Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time, Travel & Transportation, Professions & Occupations

Accuracy: Structure, Pronunciation, Vocabulary

Program 2 *Paris Hier*

Description: A more conventional look at Paris, including the Seine, the Madeleine, Sacra Coeur, Notre Dame, the Eiffel Tower, the Métro and the boulevards. Situation: Ordering of food and drink in a cafe.

Mode: Listening, Reading, Fine Arts, Signs & Signals

Function: Exchanging Information

Content/Context: Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time, Travel & Transportation, Food

Accuracy: Structure, Pronunciation, Vocabulary

Program 3 *Le Tourisme*

Description: In this film we look at places which tourists might visit. There are two relevent interviews, as well. Situations: Asking for hotel room, camp site, breakfast; visiting a Syndicat.

Mode: Listening, Reading, Fine Arts, Signs & Signals

Function: Exchanging Information

Content/Context: Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time, Travel & Transportation, Food

Accuracy: Structure, Pronunciation, Vocabulary

Program 4 *Un Ville de Province*

Description: *Bauge* is a small market town in the Loire Valley. We will look at the town and in particular at shops whose descriptions ends in *-erie*; e.g., *quincaillerie*.

Mode: Listening, Reading, Fine Arts, Signs & Signals

Function: Exchanging Information

Content/Context: Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time, Travel & Transportation

Accuracy: Structure, Pronunciation, Vocabulary

Program 5 ***Un Hypermarche***

Description: Like most sizable French towns, Angers has several hypermarches situated a few kilometers from the city center. These vast emporia sell a bewildering variety of goods, but they are often the most economical places to shop both for visitors and local residents. Situations: Selecting and buying goods; asking directions.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information
Content/Context: Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time, Travel & Transportation
Accuracy: Structure, Pronunciation, Vocabulary

La Gallinata Roja

Source: Phoenix/BFA **Rating:** Desirable
Language: Spanish **Language Level:** First & Second Years
Grade Level: 4 – 12
Description: The story of *The Little Red Hen* is charmingly presented in animation with a simple Spanish narration. Beginning Spanish language pupils can follow the familiar story as they learn Spanish by hearing it. Every noun, adjective, and verb is visualized by the appropriate object or action on the screen.
Evaluation: This familiar tale can provide comprehensible input in an interesting format.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information
Content/Context: Family Members, Food, Objects, Immediate Environment, General Feelings
Accuracy: Structure, Pronunciation, Vocabulary
Length: 16 minutes
Support Materials: Documentation is limited to a program description.
Copyright Date: 1961

La Marée et Ses Secrets

Source: Films Incorporated **Rating:** Exemplary
Language: French **Language Level:** First – Fourth Years
Grade Level: 9 – 12
Description: An adventure serial in five episodes. Provides French in action for listening comprehension and gives insights into some aspects of French life. Authentic and functionally simple dialog.
Evaluation: This program will require preparation in order for students to understand the dialogue. Excellent listening comprehension practice for second semester and beyond.
Length: Five 5-minute episodes
Support Materials: Includes spirit masters for duplication, teacher's notes, and a student reader/workbook.
Copyright Date: 1985

Program 1 *Chez Keravec*

Description: Part One of the adventure serial
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Expressing Feelings, Regulating Activities, Regulating Conversations, Observing Social Conventions
Content/Context: Interactions with People, Immediate Environment, Leisure & Free Time, Personal Needs, Daily Activities
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 2 *Les Surprises*

Description: Part Two of the adventure serial
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Expressing Feelings, Regulating Activities, Regulating Conversations, Observing Social Conventions
Content/Context: Interactions with People, Immediate Environment, Leisure & Free Time, Personal Needs, Daily Activity
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 3 *Une Ombre du Passé*

Description: Part Three of the adventure serial
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Expressing Feelings, Regulating Activities, Regulating Conversations, Observing Social Conventions
Content/Context: Interactions with People, Immediate Environment, Leisure & Free Time, Personal Needs, Daily Activity
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 4 *Les Choux-Fleurs de Saint-Brieuc*

Description: Part Four of the adventure serial
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Expressing Feelings, Regulating Activities, Regulating Conversations, Observing Social Conventions
Content/Context: Interactions with People, Immediate Environment, Leisure & Free Time, Personal Needs, Daily Activity
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 5 *La Chasse a mort*

Description: Part Five of the adventure serial
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Expressing Feelings, Regulating Activities, Regulating Conversations, Observing Social Conventions
Content/Context: Interactions with People, Immediate Environment, Leisure & Free Time, Personal Needs, Daily Activity
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

La Parade des Marionnettes

Source: The Learning Company **Rating:** Desirable
Language: French **Language Level:** First & Second Years
Grade Level: 1 – 5
Description: A logic/problem solving series of games which challenge the learner to discover the relationships between the attributes of marionettes. This is the French version of the popular *Moptown Parade.*
Evaluation: The sequence of the games is from easy to difficult and provides students with challenges in both logic/problem solving, but also in language.
Mode: Reading, Writing
Function: Exchanging Information, Evaluating & Commenting
Content/Context: Comparisons
Accuracy: This program is not organized by this category.
Support Materials: Documentation includes sample work sheets.
Preparation: Very little teacher preparation is needed for students to use this program.
Classroom Setting: Pairs, small groups, or large groups
Program Type: Educational Game
Equipment: Apple II series; Color monitor required
Price: $54.95 **Copyright Date:** 1983

Las Crónicas Computarizadas

Source: InterLearn, Inc. **Rating:** Desirable
Language: Spanish **Language Level:** First – Fourth Years
Grade Level: 7 – 12
Description: An interactive writing tool designed to help students write a wide range of different articles for a classroom or school newspaper. Students are prompted with different guidelines for writing articles. Initial drafts can be saved, final editing must take place using *The Writer's Assistant* (Interlearn, Inc.).
Evaluation: A excellent tool in the writing process.
Mode: Writing
Function: Exchanging Information, Evaluating & Commenting
Content/Context: This program can be adapted to presentations in all categories.
Accuracy: This program can be adapted to presentations in all categories.
Support Materials: Documentation is complete and comes with a tutorial and examples on diskette.
Preparation: Fairly extensive preparation will be required to use this program in a writing program.
Classroom Setting: Individual students and small groups
Program Type: Tutorial
Equipment: Apple II series; Printer optional
Price: $39.95 **Copyright Date:** 1986

La Télé des Français Series

Source: Université de Paris-Dauphine and Middlebury College
Rating: Desirable
Language: French **Language Level:** Second – Fourth Years
Grade Level: 7 – 12
Description: Excerpts of popular French TV programs. Programs are varied in content, but hold a pedagogical potential: Afternoon program for small children, cooking show, art, game show, interview, and a soap opera.
Evaluation: The language used in these programs can be very sophisticated. Teachers will need to prepare students before using these videos.
Mode: Reading, Listening, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Regulating Activities, Regulating Conversations, Observing Social Conventions
Content/Context: Number & Alphabet, Objects, Measurements, Interactions with People, Daily Activities, Personal Needs, Professions & Occupations, Comparisons, Culture
Accuracy: Vocabulary, Structure, Pronunciation
Length: Three 40-minute episodes
Support Materials: Includes a teacher's guide.
Copyright Date: 1986

Latin Grammar Computerized I

Source: Lingo Fun, Inc. **Rating:** Desirable
Language: Latin **Language Level:** First Year
Grade Level: 7 – 12
Description: This program gives explanations, practice and testing on 20 grammar points covered in first year Latin.
Evaluation: This program provides practice on grammar only, randomizing the presentation.
Mode: Reading, Writing
Function: This program's content is not organized by this category.
Content/Context: This program's content is not organized by this category.
Accuracy: Structure, Vocabulary
Support Materials: Documentation is very limited.
Preparation: Minimum preparation is required.
Classroom Setting: Individual students
Program Type: Drill & Practice
Equipment: Apple II series; IBM; Macintosh
Price: $49.95 **Copyright Date:** 1985

Latin Idiom Master

Source: Lingo Fun, Inc. **Rating:** Desirable
Language: Latin **Language Level:** First – Fourth Years
Grade Level: 7 – 12
Description: This program gives practice in associating idioms or false cognates with proper sentence context.
Evaluation: Particularly useful for multi-level classrooms. Scoring is very useful.
Mode: Reading, Writing
Function: Exchanging Information, Expressing Feelings, Regulating Activities
Content/Context: Time Concepts, Interactions with People, Immediate Environment, General Feelings, Daily Activities, Personal Needs, Leisure & Free Time
Accuracy: Structure, Orthography, Vocabulary
Support Materials: Documentation is very limited.
Preparation: Minimum preparation is required unless teacher provides original content.
Classroom Setting: Individual students
Program Type: Drill & Practice, Shell
Equipment: Apple II series
Price: $39.95 **Copyright Date:** 1984

Latin Skills

Source: University of Delaware **Rating:** Desirable
Language: Latin **Language Level:** First & Second Years
Grade Level: 9 – 12
Description: Designed to supplement first two years of Latin instruction. Parsing of words in context to build skill in understanding Latin sentence structure.
Evaluation: This series of programs is designed for college use but can be adapted to a high school program.
Mode: Reading, Writing
Function: This program's content is not organized by this category.
Content/Context: This program's content is not organized by this category.
Accuracy: Structure, Orthography, Vocabulary
Support Materials: Complete documentation includes word lists.
Preparation: Minimum preparation is required.
Classroom Setting: Individual students or small groups
Program Type: Drill & Practice
Equipment: Apple II series; light pen is optional.
Price: $89.00 **Copyright Date:** 1984

Le Complot du Bourdon

Source: The Learning Company **Rating:** Desirable
Language: French **Language Level:** First & Second Years
Grade Level: 3 – 6
Description: This series of games familiarizes the student with the concepts of cartesian coordinates and other mathematical concepts. It is the French version of the respected *Bumble Plot*.
Evaluation: Games are interesting and fun, student can apply elementary arithmetic concepts in a language-stimulating environment.
Mode: Reading, Writing
Function: Exchanging Information, Evaluating & Commenting
Content/Context: Comparisons, Number & Alphabet
Accuracy: This program is not organized by this category.
Support Materials: Documention includes sample work sheets.
Preparation: Very little teacher preparation is needed for students to use this program.
Classroom Setting: Pairs, small groups, or large groups
Program Type: Simulation
Equipment: Apple II series; Atari; Commodore 64/128; IBM; color monitor is recommended.
Price: $54.95 **Copyright Date:** 1984

Le Déménagement

Source: D. C. Heath **Rating:** Exemplary
Language: French **Language Level:** First & Second Years
Grade Level: 7 – 12
Description: Designed to review and expand French vocabulary and structure while extending students' awareness of a foreign culture. Family members and the rooms of the house are the subjects of this program.
Evaluation: Excellent review of family members, rooms of the house, furniture, etc.
Mode: Reading, Writing, Signs & Signals
Function: Exchanging Information, Regulation of Activities, Regulating Conversations
Content/Context: Family Members, Food, Objects, Interactions with People, Immediate Environment, Daily Activities, Professions & Occupations
Accuracy: Structure, Orthography, Vocabulary
Support Materials: Complete documentation includes word lists and classroom management suggestions.
Preparation: Very little preparation is required.
Classroom Setting: Individual students or small groups
Program Type: Simulation
Equipment: Apple II series; color monitor is recommended.
Price: $99.00 **Copyright Date:** 1984

Le Messagier

Source: Éditions Ad Lib **Rating:** Desirable
Language: French **Language Level:** First & Second Years
Grade Level: 4 – 7
Description: A useful introductory word processor which provides assistance to the beginner at every step.
Evaluation: An excellent tool for the FLES program.
Mode: Writing
Function: This program can be adapted to presentations in all categories.
Content/Context: This program can be adapted to presentations in all categories.
Accuracy: Orthography
Support Materials: Complete documentation includes word lists and scripts.
Preparation: Minimum preparation is required.
Classroom Setting: Individual students or small groups.
Program Type: Word Processor
Equipment: Apple II series; Commodore 64/128; IBM
Price: $49.95 **Copyright Date:** 1985

Le Petit Shaperon Rouge

Source: Phoenix/BFA **Rating:** Desirable
Language: French **Language Level:** First & Second Years
Grade Level: 4 – 12
Description: The story of *Little Red Riding Hood*. Using the aural-lingual method, it enables the beginning student to hear, in language spoken by a native Frenchman, descriptions of the objects and actions on the screen. Reinforced by repetition, strengthened by recapitulation, and emphasized by colorful and effective visuals.
Evaluation: A somewhat old production, but one with value in today's classroom.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information
Content/Context: Family Members, Food, Objects, Immediate Environment, General Feelings
Accuracy: Structure, Pronunciation, Vocabulary
Length: 14 minutes
Support Materials: Documentation is limited to a program description.
Copyright Date: 1967

Le Temple d'Apshaï

Source: Gessler Educational Software **Rating:** Desirable
Language: French **Language Level:** First – Fourth Years
Grade Level: 7 – 12
Description: A fantasy role-playing game with high resolution color graphics. This program is an interactive simulation game which reinforces French grammar, sentence structure and the cadence of the language.
Evaluation: The language used in this simulation is limited, but it is an environment which students find stimulating.
Mode: Reading, Writing
Function: Exchanging information, Regulating Activities
Content/Context: This program's content is not organized by this category.
Accuracy: This program's content is not organized by this category.
Support Materials: Very complete documentation
Preparation: Little preparation required
Classroom Setting: Individual students or small groups
Program Type: Educational Game
Equipment: Apple II series
Price: $49.95 **Copyright Date:** 1983

Les Aventures de M. Carré

Source: International Film Bureau **Rating:** Desirable
Language: French **Language Level:** First & Second Years
Grade Level: 7 – 12
Description: Amusing stories about M. Carré and his family. Short episodes narrated in a clear, conversational style in short phrases for faster comprehension. Useful for verb review and introduction or reviewing vocabulary dealing with the house, work, and leisure-time activities.
Evaluation: A short but cleverly done series which incorporates a marvelous array of useful, everyday vocabulary.
Length: Three 26-minute episodes
Support Materials: There is no documentation to this program.
Copyright Date: 1978

Program 1 *Une Soirée chez les Carré*

Description: Chez le boucher: M. Carré and César visit the butcher to buy four steaks for dinner. César adores steaks and steals one while Mme Carré is on the phone. Baby Caroline cries, M. Carré has a stomach ache, and his friend loses his key.
Mode: Listening, Reading, Signs & Signals
Function: Exchanging Information, Expressing Feelings, Regulating Activities, Observing Social Conventions
Content/Context: Interactions with People, Daily Activities, Immediate Environment, Personal Needs, Leisure & Free Time, Culture, Travel & Transportation, Food, Objects
Accuracy: Pronunciation, Vocabulary

Program 2 *En retard au bureau*

Description: M. Carré is late for work so Jacques gets two croissants for breakfast. M. Carré must take a taxi which gets into a traffic jam. The boss is waiting for M. Carré, who is twenty-five minutes late for work!
Mode: Listening, Reading, Signs & Signals
Function: Exchanging Information, Expressing Feelings, Regulating Activities, Observing Social Conventions
Content/Context: Interactions with People, Daily Activities, Immediate Environment, Personal Needs, Leisure & Free Time, Culture, Travel & Transportation, Food, Objects
Accuracy: Pronunciation, Vocabulary

Program 3 *Dans le parc*

Description: A walk in the park where M. Carré breaks a window while playing ball with Jacques. César fetches a stick out of the lake, but when a lady throws in her cane, he refuses. The picnic is ruined when it starts to rain.
Mode: Listening, Reading, Signs & Signals
Function: Exchanging Information, Expressing Feelings, Regulating Activities, Observing Social Conventions
Content/Context: Interactions with People, Daily Activities, Immediate Environment, Personal Needs, Leisure & Free Time, Culture, Travel & Transportation, Food, Objects
Accuracy: Pronunciation, Vocabulary

Les Chemins de Louis-Étienne

Source: Gessler Educational Software **Rating:** Desirable
Language: French **Language Level:** First & Second Years
Grade Level: 3 – 7
Description: A combination book and software game package that emphasizes writing, spelling, and syllabification skills.
Evaluation: This program was designed for the Francophone home market. Its use will require the teacher to provide a context.
Mode: Reading, Writing
Function: Exchanging Information, Evaluating & Commenting, Observing Social Conventions
Content/Context: This program's content is not organized by this category.
Accuracy: Structure, Orthography
Support Materials: Limited documentation
Preparation: This program will require some contextualization by the teacher.
Classroom Setting: Individual students or small groups
Program Type: Educational Game
Equipment: Apple II series; Commodore 64/128
Price: $39.95 **Copyright Date:** 1984

Les Jeux du Bourdon

Source: The Learning Company **Rating:** Desirable
Language: French **Language Level:** First & Second Years
Grade Level: K – 4
Description: Early mathematics concepts are the content of this French language series of games. They are the translation of the popular *Bumble Games*, which teaches number plotting and computer graphics.
Evaluation: Graphically appealing, with good progression of concepts from number lines to plotting. Prompts on errors are helpful.
Mode: Reading, Writing
Function: Exchanging Information, Evaluating & Commenting
Content/Context: Comparisons, Number & Alphabet
Accuracy: This program is not organized by this category.
Support Materials: Documentation includes sample worksheets.
Preparation: Very little teacher preparation is needed for students to use this program.
Classroom Setting: Individual students, small groups, or large groups
Program Type: Educational Game
Equipment: Apple II series; color monitor is recommended.
Price: $54.95 **Copyright Date:** 1984

Les Puzzles de Gertrude

Source: The Learning Company **Rating:** Desirable
Language: French **Language Level:** First & Second Years
Grade Level: 3 – 8
Description: With the help of Gertrude, the student is challenged to use logic to solve puzzles. This is the French version of the popular game *Gertrude's Puzzles*.
Evaluation: This game develops multiple skills of classification, ordering, discrimination, attributes, and logical thinking.
Mode: Reading, Writing
Function: Exchanging Information, Evaluating & Commenting, Regulating Activities
Content/Context: Number & Alphabet, Measurements, Objects, Comparisons
Accuracy: This program is not organized by this category.
Support Materials: Documentation includes sample worksheets.
Preparation: Very little teacher preparation is needed for students to use this program.
Classroom Setting: Individual students, small groups, or large groups
Program Type: Simulation
Equipment: Apple II series; color monitor recommended
Price: $59.95 **Copyright Date:** 1982

Les Secrets de Gertrude

Source: The Learning Company **Rating:** Desirable

Language: French **Language Level:** First & Second Years

Grade Level: K – 6

Description: Users solve challenging color and shape puzzles, with puzzle pieces of their own design and learn to recognize patterns and categorize. There are seven different games in this French version of *Gertrude's Secrets.*

Evaluation: This program can function as an introduction to computer use. It is interesting and colorful.

Mode: Reading, Writing

Function: Exchanging Information, Evaluating & Commenting, Regulating Activities

Content/Context: Number & Alphabet, Measurements, Objects, Comparisons

Accuracy: This program is not organized by this category.

Support Materials: Documentation includes sample worksheets.

Preparation: Very little teacher preparation is needed for students to use this program.

Classroom Setting: Individual students, small groups, or large groups

Program Type: Educational Game

Equipment: Apple II series; color monitor required

Price: $59.95 **Copyright Date:** 1982

Les Sports

Source: D. C. Heath **Rating:** Desirable

Language: French **Language Level:** First & Second Years

Grade Level: 7 – 12

Description: Designed to review and expand sports vocabulary and structure while extending students' awareness of a foreign culture.

Evaluation: Graphics and sound enhance this program's interesting format.

Mode: Reading, Writing, Signs & Signals

Function: Exchanging Information, Expressing Feelings, Regulating Conversations

Content/Context: Interactions with People, Locations & Geography, Leisure & Free Time, Current Events

Accuracy: Structure, Orthography, Vocabulary.

Support Materials: Complete documentation includes word lists and classroom management suggestions.

Preparation: Very little preparation is required.

Classroom Setting: Individual students or small groups

Program Type: Simulation

Equipment: Apple II series; color monitor is recommended.

Price: $99.00 **Copyright Date:** 1984

Les Trois Ours

Source: Phoenix/BFA **Rating:** Desirable
Language: French **Language Level:** First & Second Years
Grade Level: 4 – 12
Description: The story of *The Three Bears*. Each noun, adjective, and verb is depicted by the object or action on the screen. Simple vocabulary review is provided at the end of the film.
Evaluation: Charmingly done, very useful for beginners.
Mode: Listening, Speaking
Function: Exchanging Information, Expressing Feelings
Content/Context: Family Members, Food, Measurements, Objects, Interactions with People, Comparisons
Accuracy: Pronunciation, Vocabulary
Length: 15 minutes
Support Materials: Documentation is limited to a program description.
Copyright Date: 1960

Les Verbes Pronominaux

Source: University of California **Rating:** Desirable
Language: French **Language Level:** Second & Third Years
Grade Level: 9 – 12
Description: A humorous vignette illustrates the different uses of reflexive pronouns in simple affirmative, negative, interrogative, and imperative sentences.
Evaluation: Well contextualized and presented, this program holds students' interest and even has a section for student responses.
Mode: Listening, Reading, Writing
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities
Content/Context: Objects, Interactions with People, Immediate Environment, General Feelings, Daily Activities
Accuracy: Structure, Pronunciation, Orthography
Length: 10 minutes
Support Materials: There is no documentation to this program.
Copyright Date: 1985

L'Hôtel des Marionnettes

Source: The Learning Company **Rating:** Desirable
Language: French **Language Level:** First & Second Years
Grade Level: 3 – 6
Description: By arranging Moppets in a fantasy world, students practice analogies, sequences, differences, negation, strategies, formulation, and testing of hypotheses in seven different games. This is the French version of *Moptown Hotel*.
Evaluation: Very useful in providing students with shared experiences and challenges.
Mode: Reading, Writing
Function: Exchanging Information, Regulating Activities
Content/Context: Objects, Measurement, Comparisons
Accuracy: This program is not organized by this category.
Support Materials: Documentation includes sample worksheets.
Preparation: Very little teacher preparation is needed for students to use this program.
Classroom Setting: Pairs of students, small groups, or large groups
Program Type: Educational Game
Equipment: Apple II series; color monitor is required.
Price: $39.95 **Copyright Date:** 1983

The Linguist

Source: Gessler Educational Software **Rating:** Desirable
Language: General **Language Level:** First – Fourth Years
Grade Level: 4 – 12
Description: Users can create drills in French, Spanish, German, Russian, Hebrew, Japanese, or any of thirteen other languages. *The Linguist* drills the student using the information provided by the teacher.
Evaluation: A translation-based program to which the teacher may easily add words.
Mode: Reading, Writing
Function: This program can be adapted to presentations in all categories.
Content/Context: This program can be adapted to presentations in all categories.
Accuracy: This program can be adapted to presentations in all categories.
Support Materials: Simple documentation includes word lists.
Preparation: Minimum preparation is required unless the teacher wishes to add content.
Classroom Setting: Individual students or small groups
Program Type: Drill & Practice, Shell
Equipment: Apple II series; Atari; Commodore 64/128; IBM
Price: $44.95 **Copyright Date** 1985

Living Language Spanish

Source: Gessler Publishing Company **Rating:** Desirable
Language: Spanish **Language Level:** First Year
Grade Level: 7 – 12
Description: Documentary: various scenes. Situations: at the airport, hotel, on the street, at the restaurant, at the department store.
Structure/Vocabulary: Elementary vocabulary and grammar as modeled by native speakers.
Evaluation: An interesting introduction to Spanish language and culture.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Regulating Activities, Observing Social Conventions
Content/Context: Personal Needs, Daily Activities, Family Members, Interactions with People, Professions & Occupations, Current Events
Accuracy: Structure, Pronunciation Vocabulary
Length: 60 minutes
Support Materials: There is no documentation to this program.
Copyright Date: 1984

L'Odyssée du Robot

Source: The Learning Company **Rating:** Desirable
Language: French **Language Level:** First & Second Years
Grade Level: 4 – 12
Description: A complex simulation of a multi-layered city challenges the student to apply rules acquired in the playing of the game to situations. This is the French version of the challenging *Robot Odyssey*.
Evaluation: This is a highly challenging game which requires teamwork and discussion when assigned to more than one student at a time.
Mode: Reading, Writing
Function: Exchanging Information, Evaluating & Commenting, Regulating Activities
Content/Context: Objects, Measurement, Comparisons
Accuracy: This program is not organized by this category.
Support Materials: Documentation includes sample worksheets.
Preparation: Very little teacher preparation is needed for students to use this program.
Classroom Setting: Pairs or small groups
Program Type: Simulation
Equipment: Apple II series
Price: $64.95 **Copyright Date:** 1984

Los Tres Osos

Source: Phoenix/BFA **Rating:** Desirable
Language: Spanish **Language Level:** First & Second Years
Grade Level: 4 – 12
Description: Animated presentation of *The Three Bears* with simple narration and review. Every noun, adjective, and verb is depicted by the appropriate object or action on the screen. A vocabulary review at the end encourages use of the words in simple sentences.
Evaluation: Charmingly done, very useful for beginners
Mode: Listening, Speaking
Function: Exchanging Information, Expressing Feelings
Content/Context: Family Members, Food, Measurements, Objects, Interactions with People, Comparisons
Accuracy: Pronunciation, Vocabulary
Length: 15 minutes
Support Materials: Documentation is limited to a program description.
Copyright Date: 1960

M-ss-ng L-nks – Al pie de la lectura (Spanish Editor)

Source: Sunburst Communications **Rating:** Desirable
Language: Spanish **Language Level:** First – Fourth Years
Grade Level: 3 – 12
Description: A passage appears on screen with letters omitted, and students fill in blanks by making educated guesses. Spanish passages are used to help students improve all facets of their language and reading skills.
Evaluation: Teachers can enter their own passages to supply reading passages for students.
Mode: Reading, Writing
Function: Evaluating & Commenting
Content/Context: This program can be adapted to presentations in all categories.
Accuracy: Structure, Vocabulary
Support Materials: Complete documentation includes teaching suggestions.
Preparation: Minimum preparation is required unless the teacher decides to provide original content.
Classroom Setting: Individual students or small groups
Program Type: Educational Game, Shell
Equipment: Apple II series; IBM
Price: $69.00 **Copyright:** 1984

M-ss-ng L-nks – Le Mot Juste (French Editor)

Source: Sunburst Communications **Rating:** Desirable
Language: French **Language Level:** First – Fourth Years
Grade Level: 3 – 12
Description: A passage appears on screen with letters omitted, and students fill in blanks by making educated guesses. French passages are used to help students improve all facets of their language and reading skills.
Evaluation: Teachers can enter their own passages to supply reading passages for students.
Mode: Reading, Writing
Function: Evaluating & Commenting
Content/Context: This program can be adapted to presentations in all categories.
Accuracy: Structure, Vocabulary
Support Materials: Complete documentation includes teaching suggestions.
Preparation: Minimum preparation required unless the teacher decides to provide original content.
Classroom Setting: Individual students or small groups
Program Type: Educational Game, Shell
Equipment: Apple II series; Commodore 64/128; IBM; Tandy
Price: $69.00 **Copyright:** 1984

M-ss-ng L-nks – Wortspiel (German Editor)

Source: Sunburst Communications **Rating:** Desirable
Language: German **Language Level:** First – Fourth Years
Grade Level: 3 – 12
Description: A passage appears on screen with letters omitted, and students fill in blanks by making educated guesses. German passages are used to help students improve all facets of their language and reading skills.
Evaluation: Teachers can enter their own passages to supply reading passages for students.
Mode: Reading, Writing
Function: Evaluating & Commenting
Content/Context: This program can be adapted to presentations in all categories.
Accuracy: Structure, Vocabulary
Preparation: Complete documentation includes teaching suggestions.
Support Materials: Minimum preparation required unless the teacher decides to provide original content.
Classroom Setting: Individual students or small groups
Program Type: Educational Game, Shell
Equipment: Apple II series; Commodore 64/128; IBM; Tandy
Price: $69.00 **Copyright:** 1984

Mésaventures Culturelles

Source: Gessler Educational Software **Rating:** Exemplary
Language: French **Language Level:** First – Fourth Years
Grade Level: 9 – 12
Description: A French reading program which reveals the cultural differences and similarities between Americans and the French. Through a series of twelve mini-dramas set in various locations, misunderstandings arise and the student is asked to determine the cause.
Evaluation: Excellent reinforcement for a communicative lesson.
Mode: Reading, Writing, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Observing Social Conventions
Content/Context: Number & Alphabet, Time Concepts, Food, Objects, Interactions with People, Daily Activities, Locations & Geography, Travel & Transportation, Professions & Occupations
Accuracy: Orthography, Vocabulary
Support Materials: Simple documentation includes word lists.
Preparation: Minimum preparation is required.
Classroom Setting: Individual students or small groups
Program Type: Simulation
Equipment: Apple II series; Tandy
Price: $29.95 **Copyright:** 1984

Morgens geht Fritz zur Schule

Source: Gessler Educational Software **Rating:** Desirable
Language: German **Language Level:** First & Second Years
Grade Level: 9 – 12
Description: A two-disk program for learning and practicing prepositions governing the dative, accusative, or dative/accusative cases.
Evaluation: The graphics are quite good and are used to reinforce the situations used by the software.
Mode: Reading, Writing
Function: This program's content is not organized by this category.
Content/Context: Immediate Environment, Daily Activities, Locations & Geography
Accuracy: Structure, Orthography, Vocabulary
Support Materials: Simple documentation includes word lists.
Preparation: Minimum preparation is required.
Classroom Setting: Individual students or small groups
Program Type: Simulation
Equipment: Apple II series
Price: $79.95 **Copyright:** 1984

Multi-Lingual Story Teller

Source: Lingo Fun, Inc. **Rating:** Desirable
Language: General **Language Level:** First & Second Years
Grade Level: 4 – 9
Description: Creates interactive stories in English, French, Spanish, German, and Italian, which may then be played on the screen and printed to paper for later enjoyment.
Evaluation: This program can provide a stimulating environment in which to use the language.
Mode: Reading, Writing
Function: This program can be adapted to presentations in all categories.
Content/Context: This program can be adapted to presentations in all categories.
Accuracy: This program can be adapted to presentations in all categories.
Support Materials: Limited but adequate documentation
Preparation: Minimum preparation is required.
Classroom Setting: Individual students or small groups
Program Type: Educational Game
Equipment: Apple II series
Price: $39.95 **Copyright:** 1986

The Other Side

Source: Tom Snyder Productions **Rating:** Desirable
Language: General **Language Level:** First – Fourth Years
Grade Level: 4 – 12
Description: This conflict-resolution game places two teams of students in the situation of having to resolve differences to achieve world peace. The game encourages telecommunication between teams and may be used by foreign language learners and native speakers in other countries.
Evaluation: This program will take extensive preparation for use in the classroom.
Mode: Writing, Reading, Listening, Speaking
Function: This program can be adapted to presentations in all categories.
Content/Context: This program can be adapted to presentations in all categories.
Accuracy: This program can be adapted to presentations in all categories.
Support Materials: Documentation is complete.
Preparation: Extensive preparation is required.
Classroom Setting: Small groups
Program Type: Educational Game, Simulation
Equipment: Apple II series; IBM; a modem is recommended.
Price: $69.95 **Copyright Date:** 1985

Paris en Métro

Source: D. C. Heath **Rating:** Exemplary
Language: French **Language Level:** First & Second Years
Grade Level: 7 – 12
Description: Designed to review and expand French vocabulary and structure while extending students' awareness of a foreign culture. This program introduces the student to the Paris Métro (subway system).
Evaluation: Excellent introduction to the Métro, monuments, and how to get around in Paris. Ideal for work in pairs or as a basis for role playing.
Mode: Reading, Writing, Fine Arts, Signs & Signals
Function: Exchanging Information, Regulating Activities, Regulating Conversations
Content/Context: Number & Alphabet, Immediate Environment, Daily Activities, Personal Needs, Leisure & Free Time, Travel & Transportation, Culture
Accuracy: Structure, Orthography, Vocabulary
Support Materials: Complete documentation includes word lists and classroom management suggestions.
Preparation: Very little preparationis required.
Classroom Setting: Individual students or small groups
Program Type: Simulation
Equipment: Apple II series; color monitor is recommended.
Price: $99.00 **Copyright Date:** 1984

Parlez-moi 1

Source: TV Ontario **Rating:** Desirable
Language: French **Language Level:** First – Fourth Years
Grade Level: 7 – 12
Description: Witty skits that introduce basic, functional French to home and school viewers. Each skit is divided into three scenes, in which Sol, a hapless clown, lets his innocent and guileless nature lead him into humorous situations. Each program presents four new phrases. Vocabulary and grammar gradually increase in difficulty.
Evaluation: The absurd humor incorporated in this series is very appealing to young people. The recommended episodes will keep students' attention focused on the language. **Teachers should note that some of the episodes in this series are not recommended.**
Length: Twenty-four 10-minute episodes
Support Materials: An illustrated teacher's guide includes lesson guidelines and scripts.
Copyright Date: 1978

Program 1 *Sol in the Restaurant*

Description: Sol is greeted by a waiter. Some time later, Sol is in a chair; the waiter arrives with a trolley of food, which he prepares to eat.
Mode: Listening, Reading, Signs & Signals
Function: Exchanging Information, Observing Social Conventions
Content/Context: Food, Objects, Personal Needs, Professions & Occupations, Comparisons, Interactions with People
Accuracy: Structure, Orthography, Vocabulary

Program 2 *Sol on the Telephone*

Description: Sol walks up to a wall phone, and a dialog with the operator ensues.
Mode: Listening, Reading, Signs & Signals
Function: Exchanging Information, Observing Social Conventions
Content/Context: Food, Objects, Personal Needs, Professions & Occupations, Comparisons, Interactions with People
Accuracy: Structure, Orthography, Vocabulary

Program 3 *Sol and the Burglar*

Description: A burglar enters Sol's room. Sol offers him some popcorn.
Mode: Listening, Reading, Signs & Signals
Function: Exchanging Information, Observing Social Conventions
Content/Context: Food, Objects, Personal Needs, Professions & Occupations, Comparisons, Interactions with People, Culture
Accuracy: Structure, Orthography, Vocabulary

Program 4 *Sol and the Babysitter*

Description: Sol has some amusing misadventures in the process of baby-sitting.
Mode: Listening, Reading, Signs & Signals
Function: Exchanging Information, Observing Social Conventions
Content/Context: Food, Objects, Personal Needs, Professions & Occupations, Comparisons, Interactions with People
Accuracy: Structure, Orthography, Vocabulary

Program 5 *Sol Goes through Customs*

Description: Sol goes through customs.
Mode: Listening, Reading, Signs & Signals
Function: Exchanging Information, Observing Social Conventions
Content/Context: Objects, Personal Needs, Professions & Occupations, Comparisons, Interactions with People, Travel & Transportation
Accuracy: Structure, Orthography, Vocabulary

Program 6 *Sol and the Fortune Teller*

Description: Sol goes to a fortune teller.
Mode: Listening, Reading, Signs & Signals
Function: Exchanging Information, Observing Social Conventions
Content/Context: Personal Needs, Professions & Occupations, Comparisons, Interactions with People
Accuracy: Structure, Orthography, Vocabulary

Program 7 *Sol's Weather Report*

Description: Watch Sol give a weather report.
Mode: Listening, Reading, Signs & Signals
Function: Exchanging Information, Observing Social Conventions
Content/Context: Professions & Occupations, Comparisons, Interactions with People, Immediate Environment
Accuracy: Structure, Orthography, Vocabulary

Program 8 *Sol's Physical Training*

Description: Sol considers muscle-building.
Mode: Listening, Reading, Signs & Signals
Function: Exchanging Information, Observing Social Conventions
Content/Context: Objects, Personal Needs, Professions & Occupations, Comparisons, Interactions with People
Accuracy: Structure, Orthography, Vocabulary

Program 9 *Sol at the Doctor's*

Description: An adventure at the doctor's
Mode: Listening, Reading, Signs & Signals
Function: Exchanging Information, Observing Social Conventions
Content/Context: Personal Needs, Professions & Occupations, Comparisons, Interactions with People
Accuracy: Structure, Orthography, Vocabulary

Program 11 *Sol and the Garage Mechanic*

Description: Auto repair confounds Sol.
Mode: Listening, Reading, Signs & Signals
Function: Exchanging Information, Observing Social Conventions
Content/Context: Objects, Personal Needs, Professions & Occupations, Comparisons, Interactions with People
Accuracy: Structure, Orthography, Vocabulary

Program 12 *Sol and the Policeman*

Description: Sol and his curiosity meet a policeman.
Mode: Listening, Reading, Signs & Signals
Function: Exchanging Information, Observing Social Conventions
Content/Context: Objects, Personal Needs, Professions & Occupations, Comparisons, Interactions with People
Accuracy: Structure, Orthography, Vocabulary

Program 13 *Sol and the Cinema Ticket*

Description: Sol learns something about procuring a ticket.
Mode: Listening, Reading, Signs & Signals
Function: Exchanging Information, Observing Social Conventions
Content/Context: Objects, Personal Needs, Professions & Occupations, Comparisons, Interactions with People
Accuracy: Structure, Orthography, Vocabulary

Program 14 *Sol and the Scout Tent*

Description: Imagine Sol pitching a tent!
Mode: Listening, Reading, Signs & Signals
Function: Exchanging Information, Observing Social Conventions
Content/Context: Objects, Personal Needs, Professions & Occupations, Comparisons, Interactions with People
Accuracy: Structure, Orthography, Vocabulary

Program 19 *Sol and the Gambler*

Description: Sol meets a gambler with some magic of his own.
Mode: Listening, Reading, Signs & Signals
Function: Exchanging Information, Observing Social Conventions
Content/Context: Objects, Personal Needs, Professions & Occupations, Comparisons, Interactions with People, Leisure & Free Time
Accuracy: Structure, Orthography, Vocabulary

Program 21 *Sol at the Hotel*

Description: Sol is confused at the hotel.
Mode: Listening, Reading, Signs & Signals
Function: Exchanging Information, Observing Social Conventions
Content/Context: Objects, Personal Needs, Professions & Occupations, Comparisons, Interactions with People, Leisure & Free Time
Accuracy: Structure, Orthography, Vocabulary

Program 23 *Sol at the Hairdresser's*

Description: A hair-raising adventure
Mode: Listening, Reading, Signs & Signals
Function: Exchanging Information, Observing Social Conventions
Content/Context: Objects, Personal Needs, Professions & Occupations, Comparisons, Interactions with People, Leisure & Free Time
Accuracy: Structure, Orthography, Vocabulary

Parlez-moi 2

Source: TV Ontario
Rating: Desirable
Language: French
Language Level: First & Second Years
Grade Level: 9 – 12
Description: Centers on the adventures of the hapless clown, Sol. Faster paced and more idiomatic than the first Sol series, and the vocabulary and plots are more sophisticated. It follows the same language-in-action format. Vocabulary explanations precede each scene of the program, and the entire skit is repeated without interruption at the program's conclusion.
Evaluation: The quality of this series is improved over that of Parlez-moi 1.
Length: Ten 15-minute episodes
Support Materials: An illustrated teacher's guide includes lesson guidelines and scripts.
Copyright Date: 1979

Program 1 *Sol and the Optician*

Description: Sol visits an optician.
Mode: Listening, Reading, Signs & Signals
Function: Exchanging Information, Observing Social Conventions
Content/Context: Objects, Personal Needs, Professions & Occupations, Comparisons, Interactions with People
Accuracy: Structure, Orthography, Vocabulary

Program 2 *Sol Goes West*

Description: A wild-west showdown for Sol
Mode: Listening, Reading, Signs & Signals
Function: Exchanging Information, Observing Social Conventions
Content/Context: Objects, Personal Needs, Professions & Occupations, Comparisons, Interactions with People, Leisure & Free Time
Accuracy: Structure, Orthography, Vocabulary

Program 3 *Sol in the Elevator*

Description: Department store elevator meets its match in Sol.
Mode: Listening, Reading, Signs & Signals
Function: Exchanging Information, Observing Social Conventions
Content/Context: Objects, Personal Needs, Professions & Occupations, Comparisons, Interactions with People, Leisure & Free Time
Accuracy: Structure, Orthography, Vocabulary

Program 4 *Sol and the Assembly Line*

Description: An adventure on the assembly line for Sol the apprentice
Mode: Listening, Reading, Signs & Signals
Function: Exchanging Information, Observing Social Conventions
Content/Context: Objects, Personal Needs, Professions & Occupations, Comparisons, Interactions with People, Leisure & Free Time
Accuracy: Structure, Orthography, Vocabulary

Program 5 *Sol in the Bus*

Description: Sol takes a bus ride.
Mode: Listening, Reading, Signs & Signals
Function: Exchanging Information, Observing Social Conventions
Content/Context: Objects, Personal Needs, Professions & Occupations, Comparisons, Interactions with People, Leisure & Free Time
Accuracy: Structure, Orthography, Vocabulary

Program 6 *Sol Sets the Table*

Description: Watch Sol set the table.
Mode: Listening, Reading, Signs & Signals
Function: Exchanging Information, Observing Social Conventions
Content/Context: Objects, Personal Needs, Professions & Occupations, Comparisons, Interactions with People, Leisure & Free Time
Accuracy: Structure, Orthography, Vocabulary

Program 7 *Sol on the Stage*

Description: Unexpected bravos for Sol
Mode: Listening, Reading, Signs & Signals
Function: Exchanging Information, Observing Social Conventions
Content/Context: Objects, Personal Needs, Comparisons, Interactions with People, Leisure & Free Time
Accuracy: Structure, Orthography, Vocabulary

Program 8 *Sol in the Post Office*

Description: The post office adventure
Mode: Listening, Reading, Signs & Signals
Function: Exchanging Information, Observing Social Conventions
Content/Context: Objects, Personal Needs, Professions & Occupations, Comparisons, Interactions with People, Leisure & Free Time
Accuracy: Structure, Orthography, Vocabulary

Program 9 *Sol at the Train Station*

Description: Confusion at the train station
Mode: Listening, Reading, Signs & Signals
Function: Exchanging Information, Observing Social Conventions
Content/Context: Objects, Personal Needs, Professions & Occupations, Comparisons, Interactions with People, Travel & Transportation
Accuracy: Structure, Orthography, Vocabulary

Program 10 *Sol Rents a Room*

Description: Sol confronts the landlady.
Mode: Listening, Reading, Signs & Signals
Function: Exchanging Information, Observing Social Conventions
Content/Context: Objects, Personal Needs, Professions & Occupations, Comparisons, Interactions with People, Leisure & Free Time
Accuracy: Structure, Orthography, Vocabulary

Partner Video Sequences

Source: Media Guild **Rating:** Exemplary
Language: German **Language Level:** Third & Fourth Years
Grade Level: 9 – 12
Description: This single videocassette is made up of fifty-five short, self-contained sequences which range in running time to four minutes. Viewers follow a family through a variety of experiences. The language used increases gradually in sophistication and complexity as the series progresses. The series is organized into five programs: the city, a school, pets, a family outing, and scenes of Austria.
Evaluation: This series of videos will provide the student with opportunities to hear and use the language in an environment designed for classroom use.
Length: Fifty-five episodes of varying length
Support Materials: Descriptive review of each program complete with excellent teaching suggestions is available in pamphlet form.
Copyright Date: 1985

Program 1 *Guten Morgen!*

Description: Mother, father, and daughter of the Brandt family introduce themselves at breakfast and discuss the way the day will develop for each of them.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
Content/Context: Family Members, Time Concepts, Interactions with People, Daily Activities, Culture
Accuracy: Structure, Pronunciation, Vocabulary

Program 2 *Ich gehe jetzt*

Description: Claudia and Vera go off together and then part ways. Horst-Dieter remains at home but will shop later. (Shopping list is repeated in Sequences 12 & 14.)
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
Content/Context: Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons
Accuracy: Structure, Pronunciation, Vocabulary

Program 3 *Magst du was Süsses?*

Description: Claudia meets her friend Nicole and they share a piece of chocolate.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
Content/Context: Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, General Feelings
Accuracy: Structure, Pronunciation, Vocabulary

Program 4 *Wie findest du deinen Cousin?*

Description: Claudia's twelve-year-old cousin Michael arrives to stay with the Brandts, because his mother is in the hospital. He is shown the house. He and Claudia go to find the drugstore.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
Content/Context: Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, General Feelings
Accuracy: Structure, Pronunciation, Vocabulary

Program 5 *Hier, ein Geschenk für dich!*

Description: Claudia and Michael go to a drugstore and then to record shop, where Michael buys Claudia a gift. Then they explore the town.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
Content/Context: Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, General Feelings
Accuracy: Structure, Pronunciation, Vocabulary

Program 6 *Ich kann einen Trick*

Description: Claudia, Nicole, and Michael watch and play games together; Claudia shows her friends a trick with a piece of paper money.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
Content/Context: Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons
Accuracy: Structure, Pronunciation, Vocabulary

Program 7 *Ich hab gefischt*

Description: The Brandts play a game; all participate equally.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
Content/Context: Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, General Feelings
Accuracy: Structure, Pronunciation, Vocabulary

Program 8 *Wir haben einen neuen Schüler*

Description: Claudia and Nicole show Michael his seat. The English teacher enters and conducts a brief lesson.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
Content/Context: Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, General Feelings
Accuracy: Structure, Pronunciation, Vocabulary

Program 9 *Wir spielen Gummitwist*

Description: Games are conducted during recess. The viewer will note a yellow oar mounted in the background in preparation for the next sequence on rowing in Celle.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
Content/Context: Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, General Feelings, Leisure & Free Time
Accuracy: Structure, Pronunciation, Vocabulary

Program 10 *Was machst du heute nachmittag?*

Description: Three children on their way home discuss plans for the afternoon and evening (rowing and tennis).The use of the present to indicate future is introduced.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
Content/Context: Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, General Feelings, Leisure & Free Time
Accuracy: Structure, Pronunciation, Vocabulary

Program 11 *Ein Eis, bitte!*

Description: The three children order ice cream.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
Content/Context: Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, General Feelings, Leisure & Free Time
Accuracy: Structure, Pronunciation, Vocabulary

Program 12 *Ein Kilo Kirschen*

Description: Horst-Dieter goes to a local market to do the family's fruit and vegetable shopping. He orders various quantities.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
Content/Context: Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Food
Accuracy: Structure, Pronunciation, Vocabulary

Program 13 *Nimm zwei Streichhölzer weg!*

Description: The three children play a game with matchsticks.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
Content/Context: Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons
Accuracy: Structure, Pronunciation, Vocabulary

Program 14 *Ein Bund Karotten*

Description: Horst-Dieter checks his list. (This scene reconfirms the items mentioned in Sequence 12.)
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
Content/Context: Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons
Accuracy: Structure, Pronunciation, Vocabulary

Program 15 *Sechs Stück, 2,50 DM*

Description: The merchants at the market peddle their wares.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
Content/Context: Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Food
Accuracy: Structure, Pronunciation, Vocabulary

Program 16 *Hast du Geschwister?*

Description: Horst-Dieter and a friend, Peter, on a walk discuss their families. Both are unemployed. They find a boat. This dense dialog can be explained further in advanced classes.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
Content/Context: Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons
Accuracy: Structure, Pronunciation, Vocabulary

Program 17 *Ich bastele Schiffsmodelle*

Description: Horst-Dieter and Peter discuss their hobbies while rowing the boat. Horst-Dieter admits that he can't spend money on stamp collecting because he is unemployed.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
Content/Context: Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time
Accuracy: Structure, Pronunciation, Vocabulary

Program 18 *Bitte, setzen Sie sich*

Description: Peter meets Vera, who prepares to interview him for placement purposes.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
Content/Context: Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons
Accuracy: Structure, Pronunciation, Vocabulary

Program 19 *Iche möchte Menü*

Description: Vera orders lunch at the canteen.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
Content/Context: Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Food
Accuracy: Structure, Pronunciation, Vocabulary

Program 20 *Wie heissen Sie?*

Description: Horst-Dieter has a job interview.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
Content/Context: Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Professions & Occupations
Accuracy: Structure, Pronunciation, Vocabulary

Program 21 *Hast du ein Haustier*

Description: The three children discuss their pets. They decide to go into town to a pet shop.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
Content/Context: Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time
Accuracy: Structure, Pronunciation, Vocabulary

Program 22 *Guck mal, der Leguan da!*

Description: In the pet shop the children encounter exotic pets.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
Content/Context: Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time
Accuracy: Structure, Pronunciation, Vocabulary

Program 23 *Ich möchte eine Maus, bitte*

Description: Michael purchases a mouse. The three children decide to get something to eat.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
Content/Context: Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time
Accuracy: Structure, Pronunciation, Vocabulary

Program 24 *Ich möchte eine Bratwurst*

Description: Snacks are ordered at a booth.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
Content/Context: Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Food
Accuracy: Structure, Pronunciation, Vocabulary

Program 25 *Wo ist das Rathaus, bitte?*

Description: Graphics with directions to various town locations
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
Content/Context: Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Travel & Transportation
Accuracy: Structure, Pronunciation, Vocabulary

Program 26 *Ich spiel' Rechtsaussen im Verein*

Description: The children discuss their hobbies.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
Content/Context: Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time
Accuracy: Structure, Pronunciation, Vocabulary

Program 27 *Willst du auch mitspielen?*

Description: A boy approaches the children and asks whether they want to play soccer. Someone must hold the mouse.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
Content/Context: Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time
Accuracy: Structure, Pronunciation, Vocabulary

Program 28 *Was macht ihr morgen?*

Description: The game breaks up, tentative arrangements are made for the next day, and the kids go home.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
Content/Context: Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time
Accuracy: Structure, Pronunciation, Vocabulary

Program 29 *Da kommt der Zug*

Description: The Brandts prepare for a train trip, first discussing packing the necessities.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
Content/Context: Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time, Travel & Transportation
Accuracy: Structure, Pronunciation, Vocabulary

Program 30 *Und das sind Ihre Zimmer*

Description: The Brandts arrive at a pension, where they will spend their vacation. The manager shows them to their rooms and explains the house rules. The girls choose beds.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
Content/Context: Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time, Travel & Transportation
Accuracy: Structure, Pronunciation, Vocabulary

Program 31 *Wir sollten erst auspacken*

Description: Horst-Dieter and Vera discuss the view of the mountains from their room. They decide to unpack before going for a walk.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
Content/Context: Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time, Travel & Transportation
Accuracy: Structure, Pronunciation, Vocabulary

Program 32 *Wir bleiben lieber hier*

Description: Vera and Horst-Dieter go for a walk. The girls meet Andrea, who lives at or near the pension. At first they are confused by Andrea's dialect, but all is explained out as she shows the girls about the farm.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
Content/Context: Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time, Travel & Transportation
Accuracy: Structure, Pronunciation, Vocabulary

Program 33 *Die verflixte Sieben*

Description: A slightly longer sequence of dice is explained to Andrea.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
Content/Context: Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time
Accuracy: Structure, Pronunciation, Vocabulary

Program 34 *Wo geht es zur Burg?*

Description: Horst-Dieter asks directions to the castle which is accessible only by cable lift.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
Content/Context: Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time, Travel & Transportation
Accuracy: Structure, Pronunciation, Vocabulary

Program 35 *Ich möchte zur Getreidegasse*

Description: Vera asks three people for directions to Getreidegasse. Each set of directions is more complex than the preceding one.

Mode: Listening, Reading, Fine Arts, Signs & Signals

Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions

Content/Context: Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time, Travel & Transportation

Accuracy: Structure, Pronunciation, Vocabulary

Program 36 *Wo ist das nächste Postamt, bitte?*

Description: Claudia asks directions to the post office.

Mode: Listening, Reading, Fine Arts, Signs & Signals

Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions

Content/Context: Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time, Travel & Transportation

Accuracy: Structure, Pronunciation, Vocabulary

Program 37 *Ich möchte zum Spielzeugmuseum*

Description: Nicole asks directions to a toy museum.

Mode: Listening, Reading, Fine Arts, Signs & Signals

Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions

Content/Context: Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time, Travel & Transportation

Accuracy: Structure, Pronunciation, Vocabulary

Program 38 *Was kann man hier in Goldegg tun?*

Description: Back at the pension, the girls ask Andrea about recreational activities in Goldegg. Andrea takes them to a miniature golf course.

Mode: Listening, Reading, Fine Arts, Signs & Signals

Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions

Content/Context: Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time

Accuracy: Structure, Pronunciation, Vocabulary

Program 39 *Das hat Spass gemacht*

Description: The girls discuss their favorite sports.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
Content/Context: Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time
Accuracy: Structure, Pronunciation, Vocabulary

Program 40 *Da soll ich hoch?*

Description: The family rides a cable car up a mountain.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
Content/Context: Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time, Travel & Transportation
Accuracy: Structure, Pronunciation, Vocabulary

Program 41 *Sieht das schön aus!*

Description: The family enjoys a view from the top of the mountain.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
Content/Context: Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time, General Feelings
Accuracy: Structure, Pronunciation, Vocabulary

Program 42 *Möchtet ihr ein Eis haben?*

Description: The family has coffee and ice cream. (Role-playing and repetition drills are included.)
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
Content/Context: Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time, Food
Accuracy: Structure, Pronunciation, Vocabulary

Program 43 *Das Wandern ist des Müllers Lust*

Description: The family goes for a hike in the mountains and sings a hiking song.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
Content/Context: Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time
Accuracy: Structure, Pronunciation, Vocabulary

Program 44 *Mein Vater war ein Wandersmann*

Description: The family sings another song while walking.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
Content/Context: Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time
Accuracy: Structure, Pronunciation, Vocabulary

Program 45 *Wo tut's denn weh?*

Description: Claudia twists her ankle while racing Nicole. The family stops for refreshments.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
Content/Context: Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time
Accuracy: Structure, Pronunciation, Vocabulary

Program 46 *Wo bleibt die Limo?*

Description: The group orders cold drinks and sings an easy song.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
Content/Context: Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time, Food
Accuracy: Structure, Pronunciation, Vocabulary

Program 47 *Graphics*

Description: Graphics: positional adverbs (*oben, unten*). Play through with sound, then without, using visuals to elicit responses from students.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
Content/Context: This program's content is not organized by this category.
Accuracy: Structure, Pronunciation, Vocabulary

Program 48 *Was machen wir heute?*

Description: The family discusses plans for a trip to Salzburg. The girls buy a birthday present for Barbara. Sequence title cues opening dialog.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
Content/Context: Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time
Accuracy: Structure, Pronunciation, Vocabulary

Program 49 *Die Puppe mag ich nicht*

Description: In a Salzburg toy store, they buy a wooden doll. Horst-Dieter forgot his wallet, so Vera pays.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
Content/Context: Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time
Accuracy: Structure, Pronunciation, Vocabulary

Program 50 *Meine Handtasche ist weg*

Description: Vera discovers that she has left her purse in the toy store. Horst-Dieter offers to retreive it.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
Content/Context: Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time
Accuracy: Structure, Pronunciation, Vocabulary

Program 51 *Ist der Stuhl noch frei*

Description: The girls become ill after drinking coffee and eating cakes.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
Content/Context: Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time, Food
Accuracy: Structure, Pronunciation, Vocabulary

Program 52 *Mir ist noch schlecht*

Description: The girls are too sick to attend Barbara's birthday party. Vera calls with an excuse.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
Content/Context: Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time, General Feelings
Accuracy: Structure, Pronunciation, Vocabulary

Program 53 *Herzlichen Glückwunsch zum Geburtstag!*

Description: At the birthday party, Barbara receives gifts from guests. An actual Austrian birthday party is shown.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
Content/Context: Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time
Accuracy: Structure, Pronunciation, Vocabulary

Program 54 *Happy Birthday to You!*

Description: Guests dance and celebrate at the party. The viewer will note that Barbara's cake has only twelve candles, although Nicole said she was thirteen.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
Content/Context: Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time
Accuracy: Structure, Pronunciation, Vocabulary

Program 55 *Jetzt ist der Apfeltanz*

Description: Guests dance and sing at the party. (The viewer will note that the title refers to Program 54.)
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
Content/Context: Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time
Accuracy: Structure, Pronunciation, Vocabulary

Passport: The Courseware Creator

Source: Gessler Educational Software **Rating:** Desirable
Language: General **Language Level:** First – Fourth Years
Grade Level: 7 – 12
Description: This program allows the teacher to create for the students a variety of exercises in German, Spanish, Italian, French, and Latin orthography.
Evaluation: Menu-driven and easy to use; a very simple implementation of an authoring system, but useful for foreign language
Mode: Reading, Writing
Function: This program can be adapted to presentations in all categories.
Content/Context: This program can be adapted to presentations in all categories.
Accuracy: This program can be adapted to presentations in all catagories.
Support Materials: The documentation is complete.
Preparation: First efforts at lesson/test creation will require significant time commitment; efficiency increases rapidly.
Classroom Setting: Individual students or small groups
Program Type: Shell, Drill & Practice
Equipment: Apple II series
Price: $195.00 **Copyright Date:** 1986

The Picture Dictionary – Spanish

Source: CEEDE – University of Iowa **Rating:** Desirable
Language: Spanish **Language Level:** First Year
Grade Level: K – 3
Description: Choose either Spanish or English version. Multiple choice answer are given for names of objects. The program contains eleven disks, each a different category. The disks can be purchased separately.
Evaluation: Originally developed for bilingual classes, this program is useful for introducing vocabulary to younger students.
Mode: Reading, Writing
Function: This program's content is not organized by this category.
Content/Context: Number & Alphabet, Family Members, Interactions with People, Personal Needs, Locations & Geography, Food, Objects
Accuracy: Orthography, Structure
Support Materials: Simple documentation includes word and picture lists.
Preparation: The teacher will need to contextualize the presentations for students.
Classroom Setting: Individual students, small groups, or large groups
Program Type: Drill & Practice
Equipment: Apple II series
Price: $45.00 **Copyright Date:** 1983

Poker Listo

Source: Gessler Educational Software **Rating:** Desirable
Language: Spanish **Language Level:** First & Second Years
Grade Level: 9 – 12
Description: A test of the player's knowledge of Spanish culture and civilization
Evaluation: Interesting content presented in a quiz format
Mode: Reading, Writing
Function: Exchanging Information, Evaluating & Commenting, Regulating Activities, Observing Social Conventions
Content/Context: The content of this program is organized for presentation in all categories.
Accuracy: Structure, Orthography, Vocabulary
Support Materials: Complete documentation
Preparation: Minimum preparation is required.
Classroom Setting: Individual students or small groups
Program Type: Educational Game
Equipment: Apple II series
Price: $34.95 **Copyright Date:** 1985

Poker Parat

Source: Gessler Educational Software **Rating:** Desirable
Language: German **Language Level:** First & Second Years
Grade Level: 9 – 12
Description: A test of the player's knowledge of German culture and civilization
Evaluation: Interesting content presented in a quiz format
Mode: Reading, Writing
Function: Exchanging Information, Evaluating & Commenting, Regulating Activities, Observing Social Conventions
Content/Context: The content of this program is organized for presentation in all categories.
Accuracy: Structure, Orthography, Vocabulary
Support Materials: Complete documentation
Preparation: Minimum preparation required
Classroom Setting: Individual students or small groups
Program Type: Educational Game
Equipment: Apple II series
Price: $34.95 **Copyright Date:** 1985

Poker Pari

Source: Gessler Educational Software **Rating:** Desirable
Language: French **Language Level:** First & Second Years
Grade Level: 9 – 12
Description: A test of the player's knowledge of French culture and civilization
Evaluation: Interesting content presented in a quiz format
Mode: Reading, Writing
Function: Exchanging Information, Evaluating & Commenting, Regulating Activities, Observing Social Conventions
Content/Context: The content of this program is organized for presentation in all categories.
Accuracy: Structure, Orthography, Vocabulary
Support Materials: Complete documentation
Preparation: Minimum preparation required
Classroom Setting: Individual students or small groups
Program Type: Educational Game
Equipment: Apple II series
Price: $34.95 **Copyright Date:** 1983

Préparation à la Lecture et à l'Addition

Source: MECC **Rating:** Desirable
Language: French **Language Level:** First & Second Years
Grade Level: K – 4
Description: French-speaking youngsters can now enjoy this popular pre-reading and counting package. Children practice letter recognition, alphabetical order, and initial sound identification.
Evaluation: This material is highly respected and very motivating to young students.
Mode: Reading, Writing
Function: Exchanging Information, Evaluating & Commenting
Content/Context: Number & Alphabet
Accuracy: Orthography, Vocabulary
Support Materials: Very complete documentation
Preparation: Integrating this program into a communication-based classroom program will require significant preparation.
Classroom Setting: Individual students
Program Type: Educational Games
Equipment: Apple II series
Price: $39.00 **Copyright Date:** 1984

Profession: Detective (Snooper Troops Case #2)

Source: Gessler Educational Software **Rating:** Desirable
Language: French **Language Level:** First – Fourth Years
Grade Level: 3 – 8
Description: An adventure game which encourages the students to explore the language as they explores the mystery
Evaluation: A wonderful environment within which younger students use French to solve a mystery
Mode: Reading, Writing, Signs & Signals
Function: Exchanging Information, Regulating Activities, Observing Social Conventions
Content/Context: This program's content is not organized by this category.
Accuracy: This program's content is not organized by this category.
Support Materials: Documentation is complete, but limited to program operation.
Preparation: Minimum preparation is required.
Classroom Setting: Individual students or small groups
Program Type: Educational Game
Equipment: Apple II series
Price: $39.95 **Copyright Date:** 1984

Prompt

Source: Gessler Educational Software **Rating:** Desirable
Language: General **Language Level:** First – Fourth Years
Grade Level: 9 – 12
Description: This program allows the teacher to create a variety of exercises for students in German, Spanish, Italian, French, and Latin.
Evaluation: This program is easy and well designed.
Mode: Reading, Writing
Function: This program can be adapted to presentations in all categories.
Content/Context: This program can be adapted to presentations in all categories.
Accuracy: This program can be adapted to presentations in all categories.
Support Materials: Complete documentation and sample lesson are provided.
Preparation: First efforts at lesson/test creation will require significant time commitment; efficiency increases rapidly.
Classroom Setting: Individual students or small groups
Program Type: Shell, Drill & Practice
Equipment: IBM
Price: $150.00 **Copyright Date:** 1986

R.S.V.P.

Source: Gessler Educational Software **Rating:** Desirable
Language: French **Language Level:** First – Fourth Years
Grade Level: 7 – 12
Description: This French language program with a notional-functional base improves reading, writing, spelling, and grammar skills while reinforcing syntax and vocabulary.
Evaluation: This series of lively lessons depict everyday life in France.
Mode: Writing, Reading, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Observing Social Conventions
Content/Context: Time Concepts, Food, Objects, Measurements, Interactions with People, Daily Activities, Comparisons, Current Events
Accuracy: This program's content is not organized by this category.
Support Materials: Simple documentation is limited to program operating directions.
Preparation: Minimum preparation is required unless the teacher wishes to add content.
Classroom Setting: Individual students or small groups
Program Type: Educational Game, Shell
Equipment: IBM
Price: $59.95 **Copyright Date:** 1986

Racines

Source: Éditions Ad Lib **Rating:** Desirable
Language: French **Language Level:** First & Second Years
Grade Level: 6 – 12
Description: This program explores the roots, suffixes, and prefixes of the French language.
Evaluation: An interesting program; students will enjoy working with the meaning of words.
Mode: Reading, Writing
Function: This program's content is not organized by this category.
Content/Context: This program's content is not organized by this category.
Accuracy: Structure, Orthography, Vocabulary
Support Materials: Complete documentation includes word lists and scripts.
Preparation: Minimum preparation is required.
Classroom Setting: Individual students or small groups
Program Type: Drill & Practice
Equipment: Apple II series
Price: $49.95 **Copyright Date:** 1984

The Russian Disk

Source: COMPress **Rating:** Desirable
Language: Russian **Language Level:** First Year
Grade Level: 9 – 12
Description: This program introduces alphabet and basic vocabulary for common foods, places to eat, signs, and names of stores on a double-sided disk.
Evaluation: Interesting format allows for the review of contextually organized information.
Mode: Reading, Writing
Function: This program's content is not organized by this category.
Content/Context: Numbers & Alphabet, Food, Daily Activities, Travel & Transportation
Accuracy: This program's content is not organized by this category.
Support Materials: Insufficient documentation is supplied with this program.
Preparation: Minimum preparation is required.
Classroom Setting: Individual students or small groups
Program Type: Drill & Practice
Equipment: Apple II series; IBM
Price: $40.00 **Copyright Date:** 1984

Russian Language and People

Source: Films Incorporated **Rating:** Desirable
Language: Russian **Language Level:** First & Second Years
Grade Level: 9 – 12
Description: Originally designed as a self-instruction course, this series of high quality programs introduces the Russian language and way of life. The series combines an English-language introduction to the grammar and vocabulary of Russian, Russian-language interviews of Soviet citizens, and a Russian-language drama.
Evaluation: The segments of the culture and language of the Soviet Union are far more valuable than the grammar lessons which precede them.
Length: Twenty 25-minute episodes
Support Materials: A teacher's guide accompanies this series. A student text and audiocassettes are available through EMC Corporation.
Copyright Date: 1985

Program 1 *Meeting People and Naming Things*

Description: Documentary: Introductions; greetings. Situations: Meeting people and naming things.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Observing Social Conventions
Content/Context: Family Members, Interactions with People
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 2 *Where Is...? How Is ...?*

Description: Documentary: Names. Situations: Where is...?; how is...? Structure/Vocabulary: Verbs (infinitive & past tense); verb plus prepositional case of nouns; possessive third person pronouns; intonation contour 3.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Expressing Feelings, Regulating Conversations, Observing Social Conventions
Content/Context: Interactions with People, Immediate Environment
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 3 *Finding Your Way Around*

Description: Documentary: Directions. Situations: Finding your way around. Structure/Vocabulary: Personal pronouns; nominative; *ty* and *vy*; short adjectives; present tense verbs.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Regulating Activities, Regulating Conversations, Observing Social Conventions
Content/Context: Interactions with People, Locations & Geography
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 4 *Asking Permission*

Description: Documentary: Purchases; the Soviet press. Situations: Finding your way around. Structure/Vocabulary: Possessive pronouns; single-stem system.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Regulating Conversations, Observing Social Conventions
Content/Context: Professions & Occupations
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 5 *Revision*

Description: Documentary: The subway. Situation: Review. Structure/Vocabulary: Accusative singular of nouns (masculine accusative & genitive); accusative of possessive pronouns; consonant alternation in verbs; stress in verb conjugation.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Regulating Activities, Regulating Conversations, Observing Social Conventions
Content/Context: Travel & Transportation
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 6 *Buying Things*

Description: Documentary: Numbers; how much. Drama: *Goodbye Summer, No. 1*. Situations: Buying things; numerals. Structure/Vocabulary: Long form adjectives in nominative and accusative cases; numbers 1-10; rubles and kopecks.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Regulating Conversations, Observing Social Conventions
Content/Context: Number & Alphabet, Daily Activities, Personal Needs
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 7 *Who's Who and How to Address Them*

Description: Documentary: Professions. Drama: *Goodbye Summer, No. 2*. Situations: Who's who and how to address them.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Regulating Conversations, Observing Social Conventions
Content/Context: Professions & Occupations, Interactions with People
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 8 *Likes and Dislikes*

Description: Documentary: Movies; likes; dislikes. Drama: *Goodbye Summer, No. 3*. Situations: Likes and dislikes. Structure/Vocabulary: Dative of nouns; adjectives; personal pronouns; verbs which take dative; prepositions with dative.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Regulating Conversations, Observing Social Conventions
Content/Context: Interactions with People, General Feelings
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 9 *Eating and Drinking*

Description: Documentary: Eating. Drama: *Goodbye Summer, No. 4.* Situations: Eating and drinking.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Regulating Conversations, Observing Social Conventions
Content/Context: Food
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 10 *Review*

Description: Documentary: Reading habits. Drama: *Goodbye Summer No. 5.* Situations: Review. Structure/Vocabulary: Genitive plural; fill vowels; masculine plural; Nominative nouns.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Regulating Conversations, Observing Social Conventions
Content/Context: Leisure & Free Time, Culture
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 11 *Time: Days, Dates, and the Future*

Description: Documentary: Rest and relaxation. Drama: *Goodbye Summer No. 6.* Situations: Time (days, dates, and the future); writing Russian 1. Structure/Vocabulary: Days of the week (on days of the week), months (in months), seasons (in season), times of the day (during times of the day); Numbers (30 – 100, 1,000); 24-hour clock; dates.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Regulating Conversations, Observing Social Conventions
Content/Context: Time Concepts, Leisure & Free Time
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 12 *What Was and What Will Be: Past and Future*

Description: Documentary: The arts. Drama: *Goodbye Summer No. 7*. Situations: What was and what will be: past and future; writing Russian 2. Structure/Vocabulary: Adverbs; impersonal constructions; feminine nouns ending in soft sign.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Regulating Conversations, Observing Social Conventions
Content/Context: Culture
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 13 *Getting Around: Transport*

Description: Documentary: Using public transport. Drama: *Goodbye Summer No. 8*. Situations: Getting around; transport; Writing Russian 3. Structure/Vocabulary: Undirected verbs of motion; prefixed verbs of motion.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Regulating Conversations, Observing Social Conventions
Content/Context: Travel & Transportation
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 14 *What I'd Like to Do Is...*

Description: Documentary: Traveling in the USSR. Drama: *Goodbye Summer No. 9*. Situations: What I'd like to do is... ; Writing Russian 4. Structure/Vocabulary: Statements of fact; additional verbs of motion; direction (points of the compass).
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Regulating Conversations, Observing Social Conventions
Content/Context: Travel & Transportation
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 15 *Review*

Description: Documentary: Russian children. Drama: *Goodbye Summer No. 10.* Situations: What I'd like to do is... ; Writing Russian 4. Structure/Vocabulary: Expressions of opinion; instrumental case of nouns and adjectives; prepositions taking the instrumental; personal pronouns in the instrumental.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Regulating Conversations, Observing Social Conventions
Content/Context: Family Members, Comparisons, Culture
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 16 *Expressing Opinions*

Description: Documentary: Visiting Leningrad; the arts. Drama: *Goodbye Summer, No. 11.* Situations: Expressing opinions. Structure/Vocabulary: Second person imperative; congratulations.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Regulating Conversations, Observing Social Conventions
Content/Context: Culture, Travel & Transportation
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 17 *Congratulations!*

Description: Documentary: Holidays in the USSR. Drama: *Goodbye Summer, No. 12.* Situations: Congratulations! Structure/Vocabulary: Double negatives; adjective nouns; countries; adjectives, inhabitants.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Regulating Conversations, Observing Social Conventions
Content/Context: Culture
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 18 *Expressing Opinions*

Description: Documentary: Soviet medicine. Drama: *Goodbye Summer No. 13.* Situations: Expressing feelings. Structure/Vocabulary: How do you feel?
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Regulating Conversations, Observing Social Conventions
Content/Context: Professions & Occupations
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 19 *Reporting and Registering*

Description: Documentary: Visiting Moscow. Drama: *Goodbye Summer, No. 14.* Situations: Reporting; registering. Structure/Vocabulary: Prepositions in expressions for in a period of time; first person inclusive imperative; this morning; yesterday; tomorrow morning; last & next week/month/year/century.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Regulating Conversations, Observing Social Conventions
Content/Context: Travel & Transportation, Professions & Occupations
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 20 *Review*

Description: Documentary: Professions; marriage. Drama: *Goodbye Summer, No. 15.* Situations: Review. Structure/Vocabulary: Marrying; definite and general particles; to drink and to sing; lying/standing/hanging and put into a lying, standing, hanging position.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Regulating Conversations, Observing Social Conventions
Content/Context: Professions & Occupations
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

SALUT!

Source: Beacon Films **Rating:** Desirable
Language: French **Language Level:** First Year
Grade Level: 7 – 12
Description: This program is designed to enrich and reinforce beginning French. Each program consists of several short segments that provide repetition of the basic lesson in a variety of ways. Clear dialog is explained by visuals. This program features live performers and animated sequences.
Evaluation: This series of short (10-minute) videos requires the teacher to have ready access to a VCR to be effective. The pace of the lessons is good, and the spoken language is very clear.
Length: Twenty-five 10-minute episodes
Support Materials: The program guide contains script and vocabulary. The teaching handbook contains suggested lesson plans and follow-up activities.
Copyright Date: 1984

Program 1 *Bonjour!*

Description: Bruno shows us his family photo album. Gaston's TV cooking show is interrupted by his stagestruck assistant. The Mime is cheered up by a friend. Carmen introduces herself to François at the café. Structure/Vocabulary: Greetings; family; introductions.
Mode: Listening, Reading, Signs & Signals
Function: Exchanging Information, Expressing Feelings, Regulating Activities, Observing Social Conventions
Content/Context: Family Members, Food, Personal Needs
Accuracy: Structure, Pronunciation, Vocabulary

Program 2 *C'est un sac d'ecole*

Description: The Mime is magically transported into a giant school bag. The cat goes to school. Sylvie is discovered hiding behind the teacher's desk. The Mime is nearly late for school. The Spies try out their new spy equipment. Structure/Vocabulary: School life; what is it?; what is in there?
Mode: Listening, Reading, Signs & Signals
Function: Exchanging Information, Expressing Feelings, Regulating Activities, Observing Social Conventions
Content/Context: Objects, Interactions with People
Accuracy: Structure, Pronunciation, Vocabulary

Program 3 *Tu es dans la maison*

Description: The Mime finds himself on a giant table. Gaston displays his gingerbread house. The Detective tracks down a hidden telephone. Michel has hidden some chocolate in his hospital room. The Mime is followed around the house by the persistent Voice. The Cat takes a bath. Structure/Vocabulary: Home life; where is it?; prepositions.
Mode: Listening, Reading, Signs & Signals
Function: Exchanging Information, Expressing Feelings, Regulating Activities, Regulating Conversations, Observing Social Conventions
Content/Context: Daily Activities, Food, Personal Needs, General Feelings
Accuracy: Structure, Pronunciation, Vocabulary

Program 4 *Il y a trois chiens*

Description: The Mime tries out his new skipping rope. The Cat meets a gang of dogs. Gaston makes animal cookies. The Mime plays an animal guessing game with the Mouth. Marcel buys a piggybank at the general store. Structure/Vocabulary: Animals; how many are there?; Numbers 1 to 10.
Mode: Listening, Reading, Signs & Signals
Function: Exchanging Information, Expressing Feelings, Regulating Activities, Observing Social Conventions
Content/Context: Numbers, Immediate Environment, Interactions with People, Objects
Accuracy: Structure, Pronunciation, Vocabulary, Orthography

Program 5 *Je me leve a sept heures*

Description: The Mime finds a magic clock. Something strange happens to a young couple at midnight. Armand brings his lunch to the general store. The Detective nearly forgets his cake in the oven. The Mime gets ready for the day. Bruno proudly explains his daily routine. Structure/Vocabulary: Telling time; time expressions; reflexive verbs.
Mode: Listening, Reading, Signs & Signals
Function: Exchanging Information, Expressing Feelings, Regulating Activities, Observing Social Conventions
Content/Context: Time Concepts, Food, Interactions with People, General Feelings
Accuracy: Structure, Pronunciation, Vocabulary

Program 6 *Il fait beau*

Description: The Bird tries to fly a kite in bad weather. Pierre is frightened by a thunderstorm. The Cat is subject to various weather changes. The Mime is dragged away in a windstorm. Sylvie takes over the class and improvises a lively weather report. Structure/Vocabulary: Weather expressions.
Mode: Listening, Reading, Signs & Signals
Function: Exchanging Information, Expressing Feelings, Regulating Activities, Regulating Conversations, Observing Social Conventions
Content/Context: Interactions with People, General Feelings, Current Events
Accuracy: Structure, Pronunciation, Vocabulary

Program 7 *C'est le premier juillet*

Description: The Mime plays a holiday guessing game with the Voice. Carmen tries to get a date with François, who has a very busy schedule. The Cat is seen in each of the four seasons. The Mime reviews seasonal activities. Sylvie tries cheating on her history exam but is caught in the act. Structure/Vocabulary: The calendar; seasons; days of the week; months of the year.
Mode: Listening, Reading, Signs & Signals
Function: Exchanging Information, Expressing Feelings, Regulating Activities, Observing Social Conventions
Content/Context: Time Concepts, Immediate Environment, Interactions with People, Culture
Accuracy: Structure, Pronunciation, Vocabulary

Program 8 *Les Belles couleurs!*

Description: The Mime follows the Voice into a rainbow. The Detective thinks he's found a big cake, but it's small. Madame Richer wants to buy a necklace which matches her dress. The Mime finds a magic dollhouse. The Cat finds a pet mouse. Blandine brings vegetables from the garden for a green salad. Structure/Vocabulary: Colors; sizes; masculine and feminine adjectives; Demonstrative adjectives.
Mode: Listening, Reading, Signs & Signals
Function: Exchanging Information, Expressing Feelings, Regulating Activities, Regulating Conversations, Observing Social Conventions
Content/Context: Objects, Interactions with People, General Feelings, Personal Needs, Comparisons, Current Events
Accuracy: Structure, Pronunciation, Vocabulary

Program 9 *Mon bras, ton nez*

Description: The parts of the body are shown in jigsaw form. The Mouth is concerned that the Mime might have hurt some part of his body in a fall. The Doctor gives a medical checkup to Michel, then Pierre. The Mime shows the different parts of his head. Agent B2 finds his photo on a wanted poster. Structure/Vocabulary: The human body; possessive adjectives.
Mode: Listening, Reading, Signs & Signals
Function: Exchanging Information, Expressing Feelings, Regulating Activities, Observing Social Conventions
Content/Context: Personal Needs, Objects
Accuracy: Structure, Pronunciation, Vocabulary

Program 10 *Son pantalon*

Description: The mischievous Little Sister hides Diane's clothes while she's swimming. The Bird tries to imitate the little girl who is doing her laundry. Pierre, all dressed up, attempts to escape from the hospital. The Mime imagines he's a musketeer. A display of the cowboys' clothing. Structure/Vocabulary: Clothing; possessive adjectives.
Mode: Listening, Reading, Signs & Signals
Function: Exchanging Information, Expressing Feelings, Regulating Activities, Observing Social Conventions
Content/Context: Objects, Family Members, Interactions with People, Daily Activities, Personal Needs
Accuracy: Structure, Pronunciation, Vocabulary

Program 11 *Je parle, tu ecoutes*

Description: Bruno prepares a tomato sandwich. The Mime explores the inside of a refrigerator. Gaston runs into electrical problems while preparing breakfast. The Mime makes pancakes for breakfast. Household furniture is presented Madam Leblanc buys a useful household gift for her husband. Structure/Vocabulary: Home life; *-er* verbs; *je, tu*.
Mode: Listening, Reading, Signs & Signals
Function: Exchanging Information, Expressing Feelings, Regulating Activities, Observing Social Conventions
Content/Context: Food, Daily Activities, Personal Needs
Accuracy: Structure, Pronunciation, Vocabulary

Program 12 *Il frappe la balle*

Description: The Mime plays basketball. Bruno takes up different sports. Pierre does exercises. The Bird almost drowns trying to imitate the little girl swimming. The Mime participates actively in television sports. Madame Chose settles a battle over a hockey stick.
Structure/Vocabulary: Sports; *-er* verbs; *il, elle.*
Mode: Listening, Reading, Signs & Signals
Function: Exchanging Information, Expressing Feelings, Regulating Activities, Observing Social Conventions
Content/Context: Interactions with People, Leisure & Free Time
Accuracy: Structure, Pronunciation, Vocabulary

Program 13 *Nous jouons*

Description: The Mime entertains the Mouth by playing various musical instruments. Carmen wants a momento of her friends, especially of François. The Mime goes fishing. The Bird goes camping. Pierre is doing crossword puzzles, and Michel is involved in a chess game.
Structure/Vocabulary: Pastimes; review of *-er* verbs; *je, tu, il, elle*; the verb *etre.*
Mode: Listening, Reading, Signs & Signals
Function: Exchanging Information, Expressing Feelings, Regulating Activities, Observing Social Conventions
Content/Context: Interactions with People, Leisure & Free Time, Personal Needs
Accuracy: Structure, Pronunciation, Vocabulary

Program 14 *J'ai vingt robes*

Description: Agent X3 discovers that Agent B2 is taking a teddy bear on his next mission. Presentation of numbers from 1 to 20. The Mime is dressed up in his finest clothes to go on a date. Madame Tremblay buys clothing for her large but strange family. The Bird tries on the little girl's clothes. Structure/Vocabulary: Clothing; the verb *avoir.*
Mode: Listening, Reading, Signs & Signals
Function: Exchanging Information, Expressing Feelings, Regulating Activities, Observing Social Conventions
Content/Context: Numbers & Alphabet, Interactions with People, Personal Needs, Daily Activities
Accuracy: Structure, Pronunciation, Vocabulary

Program 15 *J'ai hate!*

Description: The Mime feigns various physical discomforts but ends up genuinely hurting himself. The Cat's famished. Agent B2 will take part in the festivities of the Quebec Carnival. The Mime holds a one-person birthday party for himself. Roger buys Christmas decorations but forgets to find a tree. Structure/Vocabulary: Special occasions; *avoir* idioms.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Expressing Feelings, Regulating Activities, Observing Social Conventions
Content/Context: Interactions with People, Daily Activities, Current Events, Culture
Accuracy: Structure, Pronunciation, Vocabulary

Program 16 *Je fais mes devoirs*

Description: The Mime brings a frog to school. Diane's Little Sister does her homework on the wall. Sylvie is caught using a calculator for her math problems. The Bird wants to become educated. To become a good pianist, the Mime must practice. Structure/Vocabulary: School life; verbs *faire, mettre, prendre, savoir, vouloir;* verbs *vouloir, devoir, pouvoir* followed by the infinitive.
Mode: Listening, Reading, Signs & Signals
Function: Exchanging Information, Expressing Feelings, Regulating Activities, Observing Social Conventions
Content/Context: Interactions with People, Daily Activities
Accuracy: Structure, Pronunciation, Vocabulary

Program 17 *Je vais en auto*

Description: The Mime climbs onto a huge bicycle. A surprise party is given for the Detective. Sylvie plans an unusual lunch for the class visit to the aquarium. The Mime learns how to drive a car but gets careless in the driving. The Bird tries out various methods of transportation. Agent B2 is sent on a mission across Canada. Structure/Vocabulary: Transportation; the verb *aller*; the verb *aller* to indicate future.
Mode: Listening, Reading, Signs & Signals
Function: Exchanging Information, Expressing Feelings, Regulating Activities, Observing Social Conventions
Content/Context: Interactions with People, Travel & Transportation
Accuracy: Structure, Pronunciation, Vocabulary

Program 18 *J'aime la campagne!*

Description: The Mime finds a bull in a country field. Bruno stirs up a bees' nest. The Mime tries his hand at milking a cow. Little Sister pockets a country surprise. Madame Chose sells a "country" alarm clock to a city slicker. Structure/Vocabulary: Country life; review of verbs.
Mode: Listening, Reading, Signs & Signals
Function: Exchanging Information, Expressing Feelings, Regulating Activities, Observing Social Conventions
Content/Context: Locations & Geography, Immediate Environment
Accuracy: Structure, Pronunciation, Vocabulary

Program 19 *Lancez!*

Description: A blip is directed through a maze. Pierre and Michel get overheated watching a car race on television. The Mime shapes up. Carmen teaches the boys to dance. The Mime and the Mouth play "Simon Says". Structure/Vocabulary: Sports; commands.
Mode: Listening, Reading, Signs & Signals
Function: Exchanging Information, Expressing Feelings, Regulating Activities, Observing Social Conventions
Content/Context: Interactions with People, Daily Activities, Current Events
Accuracy: Structure, Pronunciation, Vocabulary

Program 20 *A la ville*

Description: Little Sister goes on a date with Diane and her boyfriend. A trip downtown. The Mime has a city misadventure. Agent B2 is sent to deliver secret messages. The Bird becomes alarmed while shopping. Madame Chose helps Sister Madeleine mail her Christmas cards. Structure/Vocabulary: The city; to (somewhere); in (a place); at (a place); addresses.
Mode: Listening, Reading, Signs & Signals
Function: Exchanging Information, Expressing Feelings, Regulating Activities, Observing Social Conventions
Content/Context: Immediate Environment, Interactions with People, Locations & Geography, Travel & Transportation
Accuracy: Structure, Pronunciation, Vocabulary

Program 21 *De la creme glacee*

Description: Gaston's attempt at pizza falls flat. Bruno picnics at a scenic location. The Mime goes for a full-course meal. Pierre, disgusted by hospital food, decides to improve it. The Mime tries out as a popcorn vendor. Structure/Vocabulary: Food; some (*du, de, la, de l', des*).
Mode: Listening, Reading, Signs & Signals
Function: Exchanging Information, Expressing Feelings, Regulating Activities, Observing Social Conventions
Content/Context: Interactions with People, Food
Accuracy: Structure, Pronunciation, Vocabulary

Program 22 *Pas de moutarde*

Description: The Detective stalks a carrot thief. The Mime's picnic is ruined by hungry mosquitoes. Gaston runs out of mustard, and patience, while making a submarine sandwich. Little Sister has a one-course meal (dessert!). François and Denis order a meal at the cafe. Structure/Vocabulary: Food; Expressions of quantity.
Mode: Listening, Reading, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions
Content/Context: Interactions with People, Food
Accuracy: Structure, Pronunciation, Vocabulary

Program 23 *Je peux vous aider?*

Description: The Mime tries to find something he can afford in the sports section of a department store. Madame Chose is surprised when Alexis buys presents for a friend. A presentation of dollars and cents. Gaston blows his lid while making pea soup. Structure/Vocabulary: Shopping; intonation in questions; numbers 20 to 99; dollars and cents.
Mode: Listening, Reading, Signs & Signals
Function: Exchanging Information, Expressing Feelings, Regulating Activities, Observing Social Conventions
Content/Context: Numbers & Alphabet, Measurements, Interactions with People, Daily Activities, Personal Needs, Comparisons
Accuracy: Structure, Pronunciation, Vocabulary

Program 24 *Que fais-tu aujourd'hui?*

Description: Pierre is not interested in the pastimes Michel suggests. The Mime finds a record player and becomes a maestro. A happy Bruno is off on a date. Denis and Carmen look for an activity that François will warm to. The Mime paints a self-portrait. Structure/Vocabulary: Pastimes; intonation in questions; *est-ce que?* and *qu'est-ce que?* questions; inversion questions; question formulas with inversion.
Mode: Listening, Reading, Signs & Signals
Function: Exchanging Information, Expressing Feelings, Regulating Activities, Observing Social Conventions
Content/Context: Interactions with People, Leisure & Free Time
Accuracy: Structure, Pronunciation, Vocabulary

Program 25 *Est-ce que vous etes bucheron?*

Description: The Mime tries various occupations, and all prove to be dangerous. The Bird tests his skill in the building trades. Madame Chose tries to find a hat for a man with a very special occupation. The Madame baby-sits. Structure/Vocabulary: Occupations; review of questions.
Mode: Listening, Reading, Signs & Signals
Function: Exchanging Information, Expressing Feelings, Regulating Activities, Observing Social Conventions
Content/Context: Professions & Occupations, Daily Activities, Interactions with People
Accuracy: Structure, Pronunciation, Vocabulary

Scénario (Kidwriter) – Levels I & II

Source: Gessler Educational Software **Rating:** Desirable
Language: French **Language Level:** First – Fourth Years
Grade Level: 3 – 8
Description: Students create pictures and stories to go with them. Kidwriter can display all French orthography.
Evaluation: Highly imaginative application of the computer to the language learning process
Mode: Writing
Function: This program can be adapted to presentations in all categories.
Content/Context: This program can be adapted to presentations in all categories.
Accuracy: This program can be adapted to presentations in all categories.
Support Materials: Complete documentation describes the program's operations.
Preparation: Limited preparation is needed.
Classroom Setting: Individual students or small groups
Program Type: Word Processor, Graphics
Equipment: Apple II series; Commodore 64/128
Price: $37.95 **Copyright Date:** 1985

Spanish Achievement I

Source: CBS Interactive Learning **Rating:** Desirable
Language: Spanish **Language Level:** First & Second Years
Grade Level: 7 – 12
Description: Designed to help students prepare for the vocabulary section of the *CEEB*. Strengthens vocabulary skills by testing various parts of speech and idiomatic expressions.
Evaluation: This program is an excellent review of beginning vocabulary and grammar.
Mode: Reading, Writing
Function: This program's content is not organized by this category.
Content/Context: Objects, Interactions with People, Daily Activities, Personal Needs, Comparisons, Culture
Accuracy: Structure, Orthography, Vocabulary
Support Materials: Documentation is complete.
Preparation: Minimum preparation is required.
Classroom Setting: Individual students or small groups
Program Type: Drill & Practice
Equipment: Apple II series; IBM
Price: $49.95 **Copyright Date:** 1984

Spanish Achievement II

Source: CBS Interactive Learning **Rating:** Desirable
Language: Spanish **Language Level:** Third & Fourth Years
Grade Level: 9 – 12
Description: Designed to help students prepare for the vocabulary section of the *CEEB*. Strengthens vocabulary skills by testing various parts of speech and idiomatic expressions.
Evaluation: This program will provide advanced practice for the *CEEB*.
Mode: Reading, Writing
Function: This program's content is not organized by this category.
Content/Context: Objects, Interactions with People, Daily Activities, Personal Needs, Comparisons, Culture
Accuracy: Structure, Orthography, Vocabulary
Support Materials: Documentation is complete.
Preparation: Minimum preparation is required.
Classroom Setting: Individual students or small groups
Program Type: Drill & Practice
Equipment: Apple II series; IBM
Price: $49.95 **Copyright Date:** 1984

Spanish Achievement III

Source: CBS Interactive Learning **Rating:** Desirable
Language: Spanish **Language Level:** Third & Fourth Years
Grade Level: 9 – 12
Description: Designed to help students prepare for the vocabulary section of the *CEEB*. Strengthens vocabulary skills by testing on various parts of speech and idiomatic expressions.
Evaluation: This program will provide advanced practice for the *CEEB*.
Mode: Reading, Writing
Function: This program's content is not organized by this category.
Content/Context: Objects, Interactions with People, Daily Activities, Personal Needs, Comparisons, Culture
Accuracy: Structure, Orthography, Vocabulary
Support Materials: Documentation is complete.
Preparation: Minimum preparation is required.
Classroom Setting: Individual students or small groups
Program Type: Drill & Practice
Equipment: Apple II series; IBM
Price: $49.95 **Copyright Date:** 1984

Spanish Computer Tutor – Spanish Structure Drills A

Source: Queue, Inc. **Rating:** Desirable
Language: Spanish **Language Level:** First – Fourth Years
Grade Level: 9 – 12
Description: Six disks in a program of Spanish structure and vocabulary drills
Evaluation: A more comprehensive version of *Spanish Vocabulary Games* (Queue), this program also drills on structure.
Mode: Reading, Writing
Function: This program's content is not organized by this category.
Content/Context: This program can be adapted to presentations in all categories.
Accuracy: Vocabulary, Structure, Orthography
Support Materials: Documentation includes word lists.
Preparation: Minimum preparation is required unless the teacher chooses to create original content lists.
Classroom Setting: Individual students or small groups
Program Type: Drill & Practice, Tutorial
Equipment: Apple II series
Price: $85.00 **Copyright Date:** 1985

Spanish Computer Tutor – Spanish Structure Drills B

Source: Queue, Inc. **Rating:** Desirable
Language: Spanish **Language Level:** First – Fourth Years
Grade Level: 9 – 12
Description: Six disks in a program of Spanish structure and vocabulary drills
Evaluation: A more comprehensive version of *Spanish Vocabulary Games* (Queue), this program also drills on structure.
Mode: Reading, Writing
Function: This program's content is not organized by this category.
Content/Context: This program can be adapted to presentations in all categories.
Accuracy: Vocabulary, Structure, Orthography
Support Materials: Documentation includes word lists.
Preparation: Minimum preparation required unless the teacher chooses to create original content lists.
Classroom Setting: Individual students or small groups
Program Type: Tutorial
Equipment: Apple II series
Price: $85.00 **Copyright Date:** 1985

Spanish for Mastery

Source: D. C. Heath **Rating:** Desirable
Language: Spanish **Language Level:** First & Second Years
Grade Level: 7 – 12
Description: Varied practice in beginning Spanish vocabulary
Evaluation: Highly motivational practice for vocabulary. This program is not organized for functional or contextualized presentations.
Mode: Reading, Writing
Function: This program's content is not organized by this category.
Content/Context: Number & Alphabet, Time Concepts
Accuracy: Structure, Orthography, Vocabulary
Support Materials: Complete documentation includes word lists and classroom management suggestions.
Preparation: Considerable preparation will be required to organize the content presented.
Classroom Setting: Individual students or small groups
Program Type: Drill & Practice
Equipment: Apple II series; color monitor is recommended.
Price: $150.00 **Copyright Date:** 1985

Spanish FrEd (Free Educational) Writer

Source: Hands-On Training **Rating:** Desirable
Language: Spanish **Language Level:** First – Fourth Years
Grade Level: 3 – 12
Description: This is a full-feature Spanish version of FrEd Writer, an easy to use word processor.
Evaluation: This program is very easy to use and can be introduced to students without much computer experience.
Mode: Writing
Function: This program can be adapted to presentations in all categories.
Content/Context: This program can be adapted to presentations in all categories.
Accuracy: This program can be adapted to presentations in all categories.
Support Materials: Complete documentation is contained on the program diskette.
Preparation: Teachers must know this program before using it with students. Spanish Wiz-Chip must be installed.
Classroom Setting: Individual students
Program Type: Word Processor
Equipment: Apple IIe or IIc; Spanish Wiz-Chip is required.
Price: $40.00 **Copyright Date:** 1985

Spanish Grammar Computerized I

Source: Lingo Fun, Inc. **Rating:** Desirable
Language: Spanish **Language Level:** First Year
Grade Level: 7 – 12
Description: This program provides review and practice of the basic grammar structures found in beginning Spanish.
Evaluation: This program provides practice on grammar only, randomizing the presentation.
Mode: Reading, Writing
Function: This program's content is not organized by this category.
Content/Context: This program's content is not organized by this category.
Accuracy: Structure, Vocabulary
Support Materials: Very limited documentation
Preparation: Minimum preparation is required.
Classroom Setting: Individual students
Program Type: Drill & Practice
Equipment: Apple II series; IBM; Macintosh; Tandy Model 4
Price: $49.95 **Copyright Date:** 1985

Spanish Grammar Computerized II

Source: Lingo Fun, Inc. **Rating:** Desirable
Language: Spanish **Language Level:** Second Year
Grade Level: 7 – 12
Description: This program gives explanations, practice, and testing on twenty grammar points covered in first-year Spanish.
Evaluation: This program provides practice on grammar only, randomizing the presentation.
Mode: Reading, Writing
Function: This program's content is not organized by this category.
Content/Context: This program's content is not organized by this category.
Accuracy: Structure, Vocabulary
Support Materials: Very limited documentation
Preparation: Minimum preparationis required.
Classroom Setting: Individual students
Program Type: Drill & practice
Equipment: Apple II series; IBM; Macintosh; Tandy Model 4
Price: $49.95 **Copyright Date:** 1985

Spanish Grammar Review

Source: Gessler Educational Software **Rating:** Desirable
Language: Spanish **Language Level:** First – Fourth Years
Grade Level: 7 – 12
Description: This series reviews many essential grammar topics. Each disk in this seven-disk series contains a teaching section, which enables the user to review pertinent grammar rules, and exercises with fill-in-the-blank questions. An editor allows the teacher to add exercises. Each disk in this series is available separately.
Evaluation: Programs in this series may be purchased separately and provide very good grammar practice.
Mode: Reading, Writing
Function: This program's content is not organized by this category.
Content/Context: This program's content is not organized by this category.
Accuracy: Structure
Support Materials: Simple documentation is limited to program operating directions.
Preparation: Minimum preparation is required unless the teacher wishes to add content.
Classroom Setting: Individual students or small groups
Program Type: Drill & practice, Shell
Equipment: Apple II series
Price: $215.00 **Copyright Date:** 1984

Spanish Idiom Master

Source: Lingo Fun, Inc. **Rating:** Desirable
Language: Spanish **Language Level:** First – Fourth Years
Grade Level: 7 – 12
Description: This program gives practice in associating idioms or false cognates with proper sentence context.
Evaluation: Particularly useful for multi-level classrooms. Scoring is very useful.
Mode: Reading, Writing
Function: Exchanging Information, Expressing Feelings, Regulating Activities
Content/Context: Time Concepts, Interactions with People, Immediate Environment, General Feelings, Daily Activities, Personal Needs, Leisure & Free Time
Accuracy: Structure, Orthography, Vocabulary.
Support Materials: Very limited documentation
Preparation: Minimum preparation is required unless teacher provides original content.
Classroom Setting: Individual students
Program Type: Drill & Practice, Shell
Equipment: Apple II series
Price: $39.95 **Copyright Date:** 1984

Spanish Vocabulary Games

Source: Queue, Inc. **Rating:** Desirable

Language: Spanish **Language Level:** First – Fourth Years

Grade Level: 4 – 12

Description: A collection of seven educational games and a system which allows the teacher to create content for these games. The games are: *Dictionary, Hangman, Scrambled Eggs, Spelling Bee, Superguess, Tic-Tac-Toe,* and *Wordsearch.*

Evaluation: This program can be used to create an unlimited number of content-organized games.

Mode: Reading, Writing

Function: This program can be adapted to presentations in all categories.

Content/Context: This program can be adapted to presentations in all categories.

Accuracy: This program can be adapted to presentations in all categories.

Support Materials: Documentation includes word lists.

Preparation: Minimum preparation is required unless the teacher chooses to create original content lists.

Classroom Setting: Individual students or small groups

Program Type: Tutorial

Equipment: Apple II series

Price: $49.95 **Copyright Date:** 1985

Spanish Word Order

Source: Gessler Educational Software **Rating:** Desirable

Language: Spanish **Language Level:** First – Fourth Years

Grade Level: 9 – 12

Description: A program which teaches the linguistic patterns of sentences in Spanish. Words appear out of sequence, and students must rearrange them to form a sentence.

Evaluation: Interesting format for the practice of sentence structures

Mode: Reading, Writing

Function: This program's content is not organized by this category.

Content/Context: This program's content is not organized by this category.

Accuracy: Structure

Support Materials: Simple documentation includes word lists.

Preparation: Minimum preparation is required.

Classroom Setting: Individual students or small groups

Program Type: Drill & Practice

Equipment: Apple II series

Price: $37.95 **Copyright Date:** 1983

Téléfrançais

Source: TV Ontario **Rating:** Exemplary
Language: French **Language Level:** First Year
Grade Level: 3 – 8
Description: Each segment is a magazine-formatted program combining simple vocabulary and syntax. Each program is presented orally and reinforced with on-screen print. The French language is shown as a vital communication tool in real and fantasy situations.
Evaluation: Very fast paced, motivational language program
Length: Ten 10-minute episodes
Support Materials: Illustrated teacher's guide contains detailed descriptions, pre-lesson and post-lesson activities, exercises, and games and songs.
Copyright Date: 1985

Program 1

Description: Jacques and Sophie meet the extraordinary Ananas – a talking pineapple! The members of the musical group the Squelettes introduce themselves in a song, and Pilote offers to take everyone for a parachute jump – but Ananas is the only volunteer.
Mode: Reading, Listening, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Regulating Activities, Observing Social Conventions
Content/Context: Numbers & Alphabet, Objects, Measurements, Interactions with People, Daily Activities, Personal Needs, Professions & Occupations, Comparisons, Culture
Accuracy: Vocabulary, Structure, Pronunciation

Program 2

Description: Up in Pilote's plane, the children and Ananas fly over the province of Quebec. Forced to make a parachute jump, Jacques and Sophie land safely, but Ananas is threatened by a large crow. Pilote calls on the Snowbirds to help, and Ananas makes an unexpected landing.
Mode: Reading, Listening, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Regulating Activities, Observing Social Conventions
Content/Context: Numbers & Alphabet, Objects, Measurements, Interactions with People, Daily Activities, Personal Needs, Professions & Occupations, Comparisons, Culture
Accuracy: Vocabulary, Structure, Pronunciation

Program 3

Description: Jacques and Sophie go camping in the forest, but leave Ananas behind because the trip is too dangerous. Frightened by skeletons, they become lost, and Ananas and Pilote must set out to find them.
Mode: Reading, Listening, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Regulating Activities, Observing Social Conventions
Content/Context: Numbers & Alphabet, Objects, Measurements, Interactions with People, Daily Activities, Personal Needs, Professions & Occupations, Comparisons, Culture
Accuracy: Vocabulary, Structure, Pronunciation

Program 4

Description: Sophie and Jacques are lost in the forest, so the Annonceur checks at a lost-and-found desk. Ananas finds them and sings them an encouraging song about bravery. At last, Pilote comes to their rescue.
Mode: Reading, Listening, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Regulating Activities, Observing Social Conventions
Content/Context: Numbers & Alphabet, Objects, Measurements, Interactions with People, Daily Activities, Personal Needs, Professions & Occupations, Comparisons, Culture
Accuracy: Vocabulary, Structure, Pronunciation

Program 5

Description: The Annonceur gives Jacques and Sophie a big test, and they have to explain the rules to Ananas. The test turns out to be an unfair one, so Sophie and Jacques refuse to continue. The Squelettes sing "Je déteste les tests!"
Mode: Reading, Listening, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Regulating Activities, Observing Social Conventions
Content/Context: Numbers & Alphabet, Objects, Measurements, Interactions with People, Daily Activities, Personal Needs, Professions & Occupations, Comparisons, Culture
Accuracy: Vocabulary, Structure, Pronunciation

Program 6

Description: Hoping to earn money to buy a badminton set, the children look for jobs. However, they soon realize that the jobs they have found are not easy. Ginette finds a job delivering pizzas, but her attempt to deliver by plane causes a big disaster.
Mode: Reading, Listening, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Regulating Activities, Observing Social Conventions
Content/Context: Numbers & Alphabet, Objects, Measurements, Interactions with People, Daily Activities, Personal Needs, Professions & Occupations, Comparisons, Culture
Accuracy: Vocabulary, Structure, Pronunciation

Program 7

Description: Still trying to earn some money, the children go to deliver a package but arrive late and return home empty-handed. Their disappointment fades when they receive the gift they wanted all along – a new badminton set.
Mode: Reading, Listening, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Regulating Activities, Observing Social Conventions
Content/Context: Numbers & Alphabet, Objects, Measurements, Interactions with People, Daily Activities, Personal Needs, Professions & Occupations, Comparisons, Culture
Accuracy: Vocabulary, Structure, Pronunciation

Program 8

Description: An invitation to a Grand Dinner arrives for Ginette, and although the others are not invited, they devise a plan to attend. They manage to sneak in with a delivery of fruit, but Ananas is soon in trouble when he is spotted by the chef.
Mode: Reading, Listening, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Regulating Activities, Observing Social Conventions
Content/Context: Numbers & Alphabet, Objects, Measurements, Interactions with People, Daily Activities, Personal Needs, Professions & Occupations, Comparisons, Culture
Accuracy: Vocabulary, Structure, Pronunciation

Program 9

Description: The children disguise Ananas as a bouquet of flowers to attend the Grand Dinner, because the chef wants to serve him for dessert! However, Ananas's true identity is discovered, and they are forced to flee, with the chef in hot pursuit.
Mode: Reading, Listening, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Regulating Activities, Observing Social Conventions
Content/Context: Numbers & Alphabet, Objects, Measurements, Interactions with People, Daily Activities, Personal Needs, Professions & Occupations, Comparisons, Culture
Accuracy: Vocabulary, Structure, Pronunciation

Program 10

Description: Ananas coaches Sophie and Jacques for the spelling championship between L'École de Téléfrançais and L'École Einstein. The teams end the match with the same score, so the Annonceur calls on the team mascots to break the tie.
Mode: Reading, Listening, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Regulating Activities, Observing Social Conventions
Content/Context: Numbers & Alphabet, Objects, Measurements, Interactions with People, Daily Activities, Personal Needs, Professions & Occupations, Comparisons, Culture
Accuracy: Vocabulary, Structure, Pronunciation

Tic-Tac-Show

Source: McGraw-Hill School Division **Rating:** Desirable
Language: French & Spanish **Language Level:** First & Second
Grade Level: 2 – 12
Description: This program provides students with a familiar drill and practice format. This program disk is the master for a series of content disks.
Evaluation: The format of this program can be valuable in a communication-based program. The content disks in this series are not recommended.
Mode: Reading, Writing
Function: This program can be adapted to presentations in all categories.
Content/Context: This program can be adapted to presentations in all categories.
Accuracy: This program can be adapted to presentations in all categories.
Support Materials: Complete documentation
Preparation: Entering original content will require time.
Classroom Setting: Individual students or small groups.
Program Type: Educational Game, Shell
Equipment: Apple IIe/IIc; Commodore 64/128; IBM
Price: $24.96 **Copyright Date:** 1986

Touring Paris

Source: Media Guild **Rating:** Desirable
Language: French **Language Level:** Second Year
Grade Level: 9 – 12
Description: Organized around real-life situations in France, this program provides students with cultural material and familiarizes them with everyday situations. It also acquaints students with appropriate vocabulary.
Evaluation: An excellent series which depicts real-life situations in France, which will help students familiarize themselves with the daily activities of Parisians
Length: Five 20-minute episodes
Support Materials: Inadequate documentation
Copyright Date: 1985

Program 1 *Arriving in Paris*

Description: Follows a group of students and their teachers as they arrive in Paris, look for a hotel, and register. The program surveys the various classes of French hotels and demonstrates what to look for and how to complain if a room isn't satisfactory. A brief tour of the city follows: Notre Dame, the Louvre, and the Arc de Triomphe, with informative descriptions of each.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
Content/Context: Interactions with People, Immediate Environment, Personal Needs, Culture, Comparisons, Travel & Transportation
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 2 *Exploring Paris*

Description: How to get around in Paris: Buying tickets for the Métro, reading transit maps, asking directions, riding buses; interviews with French commuters about the transportation system and how they use it to get around
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
Content/Context: Interactions with People, Immediate Environment, Personal Needs, Culture, Comparisons, Travel & Transportation
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 3 *Parisian Sights and Shops*

Description: A visit to Sacre Couer and a boat ride on the Seine, this program focuses on buying souveniers and exploring the stores in a modern shopping complex and how to ask salespeople for what one wants to try on or buy. Interviews with French shoppers in the mall provide additional information.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
Content/Context: Interactions with People, Immediate Environment, Personal Needs, Culture, Comparisons, Travel & Transportation, Culture
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 4 *French Restaurants*

Description: Shows different restaurants in various price ranges. Covers how to order, compliment the chef, and deal with poor service. Interviews with diners.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
Content/Context: Interactions with People, Immediate Environment, Personal Needs, Culture, Comparisons, Travel & Transportation, Food
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 5 *Camping in France*

Description: A visit to Fontainbleu: Car trouble on the road, seeking help, explaining the problem to a mechanic; a visit to a French campground: registering and inquiring about services and interviews with campers
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
Content/Context: Interactions with People, Immediate Environment, Personal Needs, Culture, Comparisons, Travel & Transportation, General Feelings, Time Concepts
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

26 *Deutsche Kulturfilme*

Source: International Film Bureau **Rating:** Desirable
Language: German **Language Level:** Third & Fourth Years
Grade Level: 7 – 12
Description: Short, colorful programs acquaint students with history and geography of selected regions of Germany, present information on art, literature and folklore of certain regions, and provide information on certain well-known industries.
Evaluation: Excellent exploration of the German culture and people. This series can contribute a great deal to the study of the German language.
Length: Twenty-six 5-minute episodes
Support Materials: Teacher's guide contains a script of the German narration.
Copyright Date: 1982

Program 1 *Eichstätt, eine Kleinstadt in Bayern*

Description: Shows Eichstätt, a small town in Bavaria, and describes its history over the last one thousand years. Included are surviving architectural and artistic works.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Observing Social Conventions
Content/Context: Objects, Locations & Geography, Culture
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 2 *Dortmunder Bier*

Description: Describes and shows the processes involved in brewing Dortmund beer.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Observing Social Conventions
Content/Context: Professions & Occupations, Locations & Geography, Food, Culture
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 3 *Spielwaren aus Nürnberg*

Description: "Nürnberger Tand geht durch alle Land" has been the saying since the beginning of the fifteenth century. This film shows the toy producing industry – from simple lead toys to intricate electric trains.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Observing Social Conventions
Content/Context: Professions & Occupations, Locations & Geography, Objects, Culture
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 4 *Der Nord-Ostsee-Kanal*

Description: This episode describes the importance of the Kiel Canal linking the North and Baltic seas and shows the surrounding countryside and the marshlands of Schleswig-Holstein.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Observing Social Conventions
Content/Context: Professions & Occupations, Locations & Geography, Objects, Culture
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 5 *Das Schiller-Nationalmuseum in Marbach*

Description: Presents Marbach and shows The National Schiller Museum, which contains memorabilia of Schiller's life and work.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Observing Social Conventions
Content/Context: Professions & Occupations, Locations & Geography, Objects, Culture
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 6 *Optische Gläser: Brillenglasfertigung*

Description: Lenses are an important German industrial product. The highly automated process of manufacturing lenses is shown.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting
Content/Context: Professions & Occupations, Locations & Geography, Objects, Culture
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 7 *Der Hamburger Hafen*

Description: This program describes the shipping and shipbuilding industries of Germany's largest seaport.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting
Content/Context: Professions & Occupations, Locations & Geography, Culture, Travel & Transportation
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 8 *Eissportzentrum Inzell*

Description: Famous for its winter sports facilities, Inzell is also the training center for speed skaters and the site of one of the fastest 400-meter speed-skating tracks.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting
Content/Context: Professions & Occupations, Locations & Geography, Culture, Leisure & Free Time
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 9 *Auer Dult in München*

Description: The Auer Dult, an annual market, has remained active since the eleventh century. The film conveys the atmosphere and character of this special market.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Observing Social Conventions
Content/Context: Professions & Occupations, Locations & Geography, Culture, Food
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 10 *Rund um den Münchner Marienplatz*

Description: In this film, Munich is shown in a lighter vein with a different approach: a metropolis with a rural flavor.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Observing Social Conventions
Content/Context: Professions & Occupations, Locations & Geography, Culture, Immediate Environment
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 11 *Rheinberg, eine Kleinstadt am Rande des Ruhrgebiets*

Description: Despite its proximity to Germany's greatest industrial region, the Ruhr Valley, Rheinberg is a pleasant little town on the lower Rhine.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Observing Social Conventions
Content/Context: Locations & Geography, Immediate Environment, Culture
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 12 *Zucker aus Rüben*

Description: The manufacturing process for domestic beet sugar is shown in this episode. The sugar requirements of the people of Germany are met through the process described here.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Observing Social Conventions
Content/Context: Professions & Occupations, Locations & Geography, Culture, Personal Needs
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 13 *Die Kunst des Restaurierens*

Description: Restorers are shown at work in Schleißheim Palace near Munich as they preserve and restore a typical monument of a special cultural nature.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Observing Social Conventions
Content/Context: Professions & Occupations, Locations & Geography, Culture
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 14 *Bauma: Die Baumaschinenmesse*

Description: Presents a short survey of the biennial international trade fair for the building equipment industry.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting
Content/Context: Professions & Occupations, Locations & Geography, Culture
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 15 *Inseln im Bodensee*

Description: The regions around Lake Constance are rich in cultural history. Two important islands are shown: Reichenau, with its three Romanesque churches; and Mainau, the Floral Isle.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Observing Social Conventions
Content/Context: Locations & Geography, Culture
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 16 *Kudamm Berlin*

Description: The camera focuses on a pastiche of life along the Kurfürstendamm, the center of present-day West Berlin.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Observing Social Conventions
Content/Context: Locations & Geography, Interactions with People, Culture
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 17 *Trier, Römische Kaiserstadt*

Description: Trier, located on the Moselle River, is Germany's oldest city. This film shows the remaining Roman monuments.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Observing Social Conventions
Content/Context: Locations & Geography, Culture
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 18 *Retter aus Bergnot*

Description: Skiing is a popular sport, but not always a safe one. Each year the injured require the services of mountain safety teams. An avalanche disaster and these safety teams' role are dealt with in this film.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Observing Social Conventions
Content/Context: Professions & Occupations, Locations & Geography, Personal Needs
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 19 *Der Rhein-Main-Flughafen, Frankfurt*

Description: This program shows Rhine-Main Airport, the airport with the heaviest traffic in Germany. Includes flight safety, aircraft maintenance, and air traffic control.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Observing Social Conventions
Content/Context: Professions & Occupations, Locations & Geography, Travel & Transportation
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 20 *Touristen in Heidelberg*

Description: Over half a million tourists visit Heidelberg, Germany's oldest university city, every year. Its reputation as a romantic city has been established by such poets as Goethe, Hölderlin, Clemens von Brentano and Achim von Arnim.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Observing Social Conventions
Content/Context: Professions & Occupations, Locations & Geography, Travel & Transportation, Culture
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 21 *Baden-Baden*

Description: Situated in the westernmost part of the Black Forest, this is one of Germany's most famous spas. The film shows the locale, portraying the history and significance of the city.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Observing Social Conventions
Content/Context: Professions & Occupations, Locations & Geography, Personal Needs, Culture
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 22 *In einer Autofabrik (BMW)*

Description: The automobile industry is one of the most important; this film guides one through the manufacturing process in this major automobile plant.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting
Content/Context: Professions & Occupations, Locations & Geography, Travel & Transportation
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 23 *Eine Alemannische Fastnacht*

Description: Relates the origins of the customs surrounding Fastnacht (Shrove Tuesday) in the Black Forest, particularly in Elzach.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Observing Social Conventions
Content/Context: Professions & Occupations, Locations & Geography, Culture
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 24 *Residenz und Wagnerstadt Bayreuth*

Description: The film touches on Wagner and Bayreuth as well as the courtly residence of the Margraves in the eighteenth century.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Observing Social Conventions
Content/Context: Professions & Occupations, Locations & Geography, Culture
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 25 *Theater für Kinder*

Description: Some theaters now devote their repertories exclusively to the young; this film shows how they can become participants as well as spectators.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Observing Social Conventions
Content/Context: Professions & Occupations, Locations & Geography, Leisure & Free Time, Culture
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 26 *Aus der Arbeit des Goethe-Instituts in Deutschland*

Description: The Goethe Institut for the Cultivation of the German Language and Culture Abroad offers language instruction both in the Federal Republic of Germany and abroad. This film depicts one day with a participant in the course.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information
Content/Context: Professions & Occupations, Locations & Geography, Culture
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Un Día en Madrid

Source: D. C. Heath **Rating:** Desirable
Language: Spanish **Language Level:** First & Second Years
Grade Level: 7 – 12
Description: Introduces the student to the culture and language of Madrid.
Evaluation: An interesting simulation of a trip through the city
Mode: Reading, Writing
Function: Exchanging Information, Observing Social Conventions.
Content/Context: Time, Food, Interactions with People, Immediate Environment, Travel & Transportation
Accuracy: Structure, Orthography, Vocabulary
Support Materials: Complete documentation includes word lists and classroom management suggestions.
Preparation: Considerable preparation will be required to organize the content as presented.
Classroom Setting: Individual students or small groups
Program Type: Simulation
Equipment: Apple II series; color monitor is recommended.
Price: $120.00 **Copyright Date:** 1985

Un Día típico

Source: D. C. Heath **Rating:** Desirable
Language: Spanish **Language Level:** First & Second Years
Grade Level: 7 – 12
Description: A simulation of a typical day: waking in the morning, eating meals, enjoying leisure time, and classroom activities
Evaluation: Although the general setting is Spain, the program often uses Mexican phrasing.
Mode: Reading, Writing, Signs & Signals
Function: Exchanging Information, Expressing Feelings
Content/Context: Food, Objects, Immediate Environment, Daily Activities, Personal Needs, Leisure & Free Time
Accuracy: Structure, Orthography, Vocabulary
Support Materials: Complete documentation includes word lists and classroom management suggestions.
Preparation: Considerable preparation will be required to organize the content presented.
Classroom Setting: Individual students or small groups
Program Type: Simulation
Equipment: Apple II series; color monitor is recommended.
Price: $120.00 **Copyright Date:** 1985

Un Repas Français

Source: D. C. Heath **Rating:** Exemplary
Language: French **Language Level:** First & Second Years
Grade Level: 7 – 12
Description: This program is designed to review and expand level 1 French vocabulary and structure while extending students' awareness of a foreign culture.
Evaluation: This program provides to students in the second semester of French I or French II an easy to use motivational aid to identify typical French food and to learn French food vocabulary. The teacher will find the supporting materials very helpful.
Mode: Reading, Writing, Signs & Signals
Function: Exchanging Information, Expressing Feelings
Content/Context: Food, Measurements, Professions & Occupations
Accuracy: Structure, Orthography, Vocabulary
Support Materials: Complete documentation includes word lists and classroom management suggestions.
Preparation: Very little preparation is required.
Classroom Setting: Individual students or small groups
Program Type: Simulation
Equipment: Apple II series; color monitor is recommended.
Price: $99.00 **Copyright Date:** 1984

Un Viaje en tren

Source: D. C. Heath **Rating:** Desirable
Language: Spanish **Language Level:** First & Second Years
Grade Level: 7 – 12
Description: A simulation of a train trip through a Spanish-speaking country
Evaluation: The pacing of this program is very good as it introduces the vocabulary and concepts involved in a train trip.
Mode: Reading, Writing, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions, Regulating Conversations
Content/Context: Number & Alphabet, Objects, Interactions with People, Locations & Geography, Travel & Transportation, Culture
Accuracy: Structure, Orthography, Vocabulary
Support Materials: Complete documentation includes word lists and classroom management suggestions.
Preparation: Considerable preparation will be required to organize the content presented.
Classroom Setting: Individual students or small groups
Program Type: Simulation
Equipment: Apple II series; color monitor is recommended.
Price: $120.00 **Copyright Date:** 1985

Una Visita a México

Source: D. C. Heath **Rating:** Desirable
Language: Spanish **Language Level:** First & Second Years
Grade Level: 7 – 12
Description: An exploration of Mexican culture and language
Evaluation: Although there are some accent errors in this program, the presentation of the culture of Mexico will enhance a student's language experience.
Mode: Reading, Writing, Fine Arts, Signs & Signals
Function: Exchanging Information
Content/Context: Number & Alphabet, Time Concepts, Objects, Locations & Geography, Culture
Accuracy: Vocabulary
Support Materials: Complete documentation includes word lists and classroom management suggestions.
Preparation: Considerable preparation will be required to organize the content presented.
Classroom Setting: Individual students or small groups
Program Type: Simulation.
Equipment: Apple II series; color monitor is recommended.
Price: $120.00 **Copyright Date:** 1985

Una Fiesta

Source: D. C. Heath **Rating:** Desirable
Language: Spanish **Language Level:** First & Second Years
Grade Level: 7 – 12
Description: This is a three-disk set providing drill and practice in various formats. The program uses animated graphics to introduce vocabulary and cultural items.
Evaluation: Well made, fun, and informative
Mode: Reading, Writing, Signs & Signals
Function: Exchanging Information, Expressing Feelings, Observing Social Conventions
Content/Context: Interactions with People, Food, General Feelings, Current Events
Accuracy: Structure, Orthography, Vocabulary
Support Materials: Complete documentation includes word lists and classroom management suggestions.
Preparation: Considerable preparation will be required to organize the content presented.
Classroom Setting: Individual students or small groups
Program Type: Simulation
Equipment: Apple II series; color monitor is recommended.
Price: $120.00 **Copyright Date:** 1985

Venezia Museo all' Aperto

Source: International Film Bureau **Rating:** Desirable
Language: Italian **Language Level:** Second Year
Grade Level: 7 – 12
Description: The film recreates the glory of Venice with its boats, bridges, and canals. The Doge's Palace, Piazza of St. Mark, and paintings inside the buildings are also emphasized.
Evaluation: An authentic, rich depiction of the history of Venice
Mode: Listening, Reading, Fine Arts
Function: Exchanging Information
Content/Context: Number & Alphabet, Objects, Leisure & Free Time, Culture
Accuracy: Structure, Pronunciation, Vocabulary
Length: 13 minutes
Support Materials: A guide which contains narration/dialog, questions or exercises, and vocabulary
Copyright Date: 1977

Vistas de España Series, 2nd Edition

Source: Stanton Films **Rating:** Desirable
Language: Spanish **Language Level:** First year
Grade Level: 9-12
Description: Each film presents some aspect of Spanish life and develops an appreciation for Spain's culture.
Evaluation: This series is culturally authentic and uses typical vocabulary dealing with hispanic pastimes.
Length: Six 11-minute episodes
Support Materials: Documentation is limited to a program description.
Copyright Date: 1979

Program 1 *De compras en España*

Description: This program is a documentary on shopping in Spain. Stores, shops, and open-air markets are visited where fruits, vegetables, meats, dairy goods, groceries, and clothing are bought and sold.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information
Content/Context: Food, Objects, Immediate Environment, Daily Activities, Personal Needs, Culture
Accuracy: Structure, Pronunciation, Vocabulary

Program 2 *Escuelas de Madrid*

Description: This program is a documentary on Spanish schools--public, private, and vocational. It is interesting to discover that many Spanish students learn to speak English.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information
Content/Context: Food, Objects, Immediate Environment, Daily Activities, Personal Needs, Culture
Accuracy: Structure, Pronunciation, Vocabulary

Program 3 *Pasatiempos españoles*

Description: This program is a documentary on leisure time activities. Beaches, parks, and the Madrid zoo are shown.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information
Content/Context: Food, Objects, Immediate Environment, Daily Activities, Personal Needs, Culture, Leisure & Free Time
Accuracy: Structure, Pronunciation, Vocabulary

Program 4 *Viviendas españolas*

Description: This program is a documentary on family life in Spain, from traditional countryside life to life in modern Madrid. The various rooms and furnishings found in a Spanish dwelling are identified.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information
Content/Context: Food, Objects, Immediate Environment, Daily Activities, Personal Needs, Culture, Family Members
Accuracy: Structure, Pronunciation, Vocabulary

Program 5 *Un restorán madrileño*

Description: This documentary focuses on visits to some modern restaurants in Madrid. Typical Spanish dishes are shown, including paella.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information
Content/Context: Food, Objects, Immediate Environment, Daily Activities, Personal Needs, Culture
Accuracy: Structure, Pronunciation, Vocabulary

Program 6 *Paisajes españoles*

Description: This documentary is a tour of colorful Spain, its historical by-roads and fascinating landscapes, including the fabled land of *Don Quixote* and the windmills of *La Mancha*.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information
Content/Context: Food, Objects, Immediate Environment, Daily Activities, Personal Needs, Culture, Travel & Transportation, Location & Geography
Accuracy: Structure, Pronunciation, Vocabulary

Wortgefecht

Description: Gessler Educational Software **Rating:** Desirable
Language: German **Language Level:** First – Fourth Years
Grade Level: 4 – 12
Description: Teaches students new words, meanings, and their usages. This program is based on the game *Word Attack* (Davidson & Associates).
Evaluation: The student may vary the presentation speed, and the teacher may add to the word lists provided by the producer.
Mode: Reading, Writing
Function: Exchanging Information
Content/Context: Food, Objects, Immediate Environment, Daily Activities, Leisure & Free Time, Travel & Transportation
Accuracy: Structure, Pronunciation, Orthography, Vocabulary
Support Materials: Documentation includes word lists.
Preparation: Minimum preparation required unless the teacher decides to add words.
Classroom Setting: Individual students or small groups
Program Type: Educational Game
Equipment: Apple II series; Commodore 64/128; IBM
Price: $49.95 **Copyright Date:** 1984

Zarabanda

Source: Films Incorporated **Rating:** Desirable
Language: Spanish **Language Level:** First Year
Grade Level: 9 – 12
Description: A lively, suspenseful, contemporary story line carries the beginning student through communicative language segments. Primary emphasis is on colloquial expressions and simple activities the visitor is likely to encounter. With minimum emphasis on grammar, the series is designed to help the student understand normal spoken Spanish.
Evaluation: The costumes and settings, which were contemporary at the time this series was produced, are now somewhat dated. **This program's basic story line is not conventional; teacher preview is advised.**
Length: Twenty-five 25-minute episodes
Support Materials: A teacher's guide accompanies this series. A student text, workbook, and audiocassettes are available through EMC Corporation.
Copyright Date: 1978

Program 1 *How to Say What You Want or Do Not Want*

Description: Ramiro makes his farewells and prepares to leave his hometown of *Piquera*. Structure/Vocabulary: How to say what you want or do not want.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions
Content/Context: Locations & Geography, Personal Needs, Daily Activities, Family Members, Interactions with People
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 2 *How to Introduce Yourself and Ask About Others*

Description: Ramiro makes his farewells and leaves *Piquera*. Structure/Vocabulary: How to introduce yourself and ask about others.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions
Content/Context: Locations & Geography, Personal Needs, Daily Activities, Family Members, Interactions with People
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 3 *How to Ask Where Something Is Located*

Description: Ramiro would rather go to a disco than worry about his high rent. Structure/Vocabulary: How to ask where something is.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions
Content/Context: Locations & Geography, Personal Needs, Daily Activities, Family Members, Interactions with People, Leisure & Free Time
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 4 *How to Say What You Want or Have to Do*

Description: Ramiro's private life interferes with his job as a mechanic and angers his boss. Structure/Vocabulary: How to say what you want or have to do.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions
Content/Context: Personal Needs, Daily Activities, Family Members, Interactions with People, Professions & Occupations
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 5 *Review*

Description: Ramiro meets Antonio, the owner of another garage, and goes out for the evening with Maribel. Structure/Vocabulary: Review of structures and vocabulary.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions
Content/Context: Personal Needs, Daily Activities, Family Members, Interactions with People, Professions & Occupations
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 6 *How to Talk about the Time*

Description: Vicente is hired as Maribel's math tutor. Antonio approaches Ramiro about changing jobs. Structure/Vocabulary: How to talk about the time.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions
Content/Context: Personal Needs, Daily Activities, Family Members, Interactions with People, Professions & Occupations, Time Concepts
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 7 *How to Say What You Are Going to Do*

Description: Ramiro quits his old job and goes to work for Antonio, has a date with Maribel, and meets Vicente. Structure/Vocabulary: How to say what you are going to do.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions
Content/Context: Personal Needs, Daily Activities, Family Members, Interactions with People, Professions & Occupations, General Feelings
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 8 *How to Express Like and Dislike*

Description: Ramiro's new job is fine, but his social life is not. Maribel turns a date down. Ramiro has a rival. Structure/Vocabulary: How to express like and dislike.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions
Content/Context: Personal Needs, Daily Activities, Family Members, Interactions with People, General Feelings
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 9 *Shopping and Ordering*

Description: Doña Teresa worries about daughter Maribel's new boyfriend and so does Ramiro. Businessman Ernesto approaches Antonio about a "special job" that might be dangerous. Structure/Vocabulary: Shopping; placing an order.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions
Content/Context: Personal Needs, Daily Activities, Family Members, Interactions with People, Professions & Occupations
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 10 *Review*

Description: Ramiro meets Dolores and agrees to drive her to Madrid; he is also to pick up a car there from Ernesto. Maribel and Vicente are seen at the pool by her mother's friend. Structure/Vocabulary: Reviewof *-er* and *-ir* verbs.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions
Content/Context: Personal Needs, Daily Activities, Family Members, Interactions with People, Professions & Occupations, Leisure & Free Time
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 11 *How to Ask Permission*

Description: Ramiro meets Ernesto and Galvez, who suggest he can make good money in Madrid, and drives a car back to Segovia. Vicente is fired and Maribel is taken to France by her parents. Structure/Vocabulary: How to ask permission.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions
Content/Context: Personal Needs, Daily Activities, Family Members, Interactions with People, Professions & Occupations, Locations & Geography
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 12 *How to Ask a Favor*

Description: Ramiro has a rush job spraying the car he brought back and has to work overtime. Maribel says good-bye to Vicente, whom Ramiro tries to cheer up. Structure/Vocabulary: How to ask a favor.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions
Content/Context: Personal Needs, Daily Activities, Family Members, Interactions with People, Professions & Occupations
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 13 *Asking How to Get Somewhere*

Description: Ramiro is upset at Antonio when the police ask about a stolen car. Ramiro and Vicente meet Bianca on the way to the mountains. Structure/Vocabulary: Asking how to get somewhere.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions
Content/Context: Personal Needs, Daily Activities, Family Members, Interactions with People, Professions & Occupations, General Feelings, Locations & Geography
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 14 *How to Express an Opinion*

Description: The two friends meet Bianca in a cafe, where Antonio pressures Ramiro to buy a car from a client. Ramiro goes home to his sick mother. Structure/Vocabulary: Expressing an opinion.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions
Content/Context: Personal Needs, Daily Activities, Family Members, Interactions with People, Professions & Occupations, General Feelings
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 15 *Ordering a Meal*

Description: Ramiro dates Bianca. Dolores shows Galvez news that a rich deposed dictator from South America has escaped to Spain. Structure/Vocabulary: Ordering a meal.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions
Content/Context: Personal Needs, Daily Activities, Family Members, Interactions with People, Professions & Occupations, Current Events
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 16 *How to Talk about the Future*

Description: Galvez tells Dolores to make contact with ex-dictator Alva and take Ramiro with her to Madrid. Ramiro tells Vicente he is not ready to marry Bianca yet. Ordering a meal. Structure/Vocabulary: How to talk about the future.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions
Content/Context: Personal Needs, Daily Activities, Family Members, Interactions with People, Professions & Occupations, Current Events, Food
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 17 *How to Talk about the Past: Recent Actions, I*

Description: Alva falls for Dolores. Ramiro is bored in Seville and tells Vicente he is leaving for Madrid. Structure/Vocabulary: Talking about the past in the present perfect tense.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions
Content/Context: Personal Needs, Daily Activities, Family Members, Interactions with People, Professions & Occupations, Current Events
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 18 *How to Talk about the Past: Recent Actions, II*

Description: Dolores comes to Segovia and placates nervous Antonio with a promise of money. She asks him to look for a cellar in which to hide someone. Structure/Vocabulary: Talking about the past.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions
Content/Context: Personal Needs, Daily Activities, Family Members, Interactions with People, Professions & Occupations
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 19 *How to Talk about the Past: How Long Ago?*

Description: Ramiro reluctantly says good-bye to his friends and leaves for Madrid with Dolores. Structure/Vocabulary: How to talk about the past.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions
Content/Context: Personal Needs, Daily Activities, Family Members, Interactions with People
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 20 *Review*

Description: Police investigate Dolores' possible involvement in the murder of Alva's bodyguards. She moves into a new flat and enlists the help of an unwilling Ramiro. Structure/Vocabulary: Review; Verbs; Pronouns; Doing something again.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions
Content/Context: Personal Needs, Daily Activities, Family Members, Interactions with People, Professions & Occupations, General Feelings
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 21 *How to Talk about the Past: Descriptions*

Description: Dolores tells Galvez and Ernesto to continue their plans and that the police would arrest the two men who attacked Alva. She explains why Ramiro is helping her. Structure/Vocabulary: How to talk about the past (descriptions in the imperfect tense).
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions
Content/Context: Personal Needs, Daily Activities, Family Members, Interactions with People, Professions & Occupations, Current Events
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 22 *How to Talk about the Past: Specific Moments in Time, I*

Description: Ramiro finds out that Dolores is working with others. He and Dolores visit Alva's new flat, where he receives some good news. Structure/Vocabulary: Talking about the past in the preterite tense.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions
Content/Context: Personal Needs, Daily Activities, Family Members, Interactions with People, Professions & Occupations
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 23 *How to Talk about the Past: Specific Moments in Time, II*

Description: Alva tells Dolores he is returning to South America soon, and she tells Ramiro and Galvez about it separately. Structure/Vocabulary: Talking about specific moments in time.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions
Content/Context: Personal Needs, Daily Activities, Family Members, Interactions with People, Professions & Occupations
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 24 *Review*

Description: Alva's colleague Maldonado arrives to escort him back home, but Galvez and Dolores have other plans. Structure/Vocabulary: Review; booking a room.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions
Content/Context: Personal Needs, Daily Activities, Interactions with People, Professions & Occupations, Current Events
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Program 25 *Review*

Description: Last act: Galvez and Dolores make their move. Ramiro goes home, sadder and wiser. Structure/Vocabulary: Review; shopping; ordering food and drink.
Mode: Listening, Reading, Fine Arts, Signs & Signals
Function: Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions
Content/Context: Personal Needs, Daily Activities, Family Members, Interactions with People, Professions & Occupations, Current Events
Accuracy: Structure, Pronunciation, Orthography, Vocabulary

Technology in the Curriculum

Sample Lesson Plans

Foreign Language Resource Guide

Sample
Lesson Plans

Sample Lesson Plans

Lesson Plans Which Model the Use of Technology in the Foreign Language Classroom

As many foreign language teachers have discovered, integrating technology into the regular classroom program is more complicated than simply selecting the best available video or software. To provide models of how to make technology a working partner in the language learning process, the project commissioned a number of lesson plans which include technology to support communication-based instruction. The teams which developed these lessons consisted of foreign language classroom teachers who use microcomputers and VCRs in their classrooms. Each lesson was written with communicative objectives as its focus (see Technology in the Foreign Language Curriculum). The following format was used in designing each lesson plan. Lessons were chosen which contained typical components of a communication-based curriculum and which also lent themselves to enhancement by available technology. Although these lessons were designed for specific languages, language levels, and grade levels, they contain activities which can be adapted to any setting.

Lesson-Planning Procedure

The answers to the following ten questions constitute the essential elements in any lesson-planning process. These questions will provide a basis for planning a communicative lesson. The sequence of these questions implies a priority, as it places the identification of teaching objectives first. As with the use of any material or method in the teaching/learning process, only after the objectives are identified can technology be identified for use. These lessons will serve as examples of what assistance technology can give the foreign language student and teacher. It will also serve as a point of departure for the teacher's own use of technology to enhance the foreign language program.

1. What should the learners be able to do, communicatively, when the lesson has been completed (lesson objective)?

2. What expressions in the foreign language will be introduced in this lesson to accomplish this communicative function?

3. What setting, situation, or topic will be used for communicative practice in this lesson?

4. What new vocabulary will be introduced?

5. What will be the nature or form of the culminating communicative activity in the lesson?

6. What is the nature of the support materials which will be needed for this activity? What technology can support instruction?

7. What new or review grammar or structural patterns will need to be practiced before students engage in this culminating activity?

8. What cultural feature or skill can be integrated into the activity?

9. How will the learning sequence which leads up to the final communicative activities be implemented?

10. Where and how will technology be used during this learning sequence?

An Effective Instructional Sequence for Students

The Effective Classrooms Training Program of the California State Department of Education has identified five elements in an effective instructional sequence. The sequence has been incorporated into the sample lessons presented in the following section. Descriptions of these elements are fully developed in the *Handbook for Planning an Effective Foreign Language Program.*

a. Setting the Stage

b. Providing Input

c. Providing Guided Practice

d. Providing Evaluation

e. Providing Application and Extension of Instruction

The Format of the Sample Lesson Plans Explained

The Sample Lesson Plans are examples of the use of technology in a communicative language learning environment. They do not attempt to supply teachers with every detail of the lesson sequence, but rather a more comprehensive description of an integration of technology within a foreign language program. The following is the key to the format used in the Sample Lesson Plans:

Sample Lesson Plan

Introduction:	This is an abstract of the lesson plan.
Setting:	Precise information on the classroom situation for which the lesson was designed
Overall Time Frame:	The amount of time the author estimates that this lesson will require
Grade Level:	The grade level for which the lesson was designed
Language:	The target language for which the lesson was designed
Language Level:	The language level is described as the student's year in the program. The descriptions of these levels can be found in the *Model Curriculum Standards: Foreign Language.*
Prerequisite Skills:	The skills which the students must have before this lesson can be taught
Equipment Needed:	Any specialized equipment required
Physical Setting:	How the physical environment is arranged for this lesson
Specific Objectives:	The overall learning objectives of the lesson
Computer Program Used:	The microcomputer software used in this lesson
Video Program Used:	The video programs used in this lesson
Activity Plans:	An explanation of the specific requirements, organization, and sequence of the lesson

Me encantan los comerciales

By Ruth Mulhearn, Pat Weiglein, & Eva Santos-Phillips

Introduction

The use of foreign language television commercials and print media advertisements to enhance foreign language study holds great promise. This is especially true in the high school classroom, where students are rarely inhibited when it comes to critiquing, sharing, imitating, and performing what they see on television. In addition to incorporating listening, speaking, writing, and reading skills, commercials also provide innovative, highly visual, sometimes humorous, and often informative breaks in the routine. By viewing, analyzing, and finally producing their own foreign language commercials and ads, students acquire a keen awareness of cultural elements and differences. This lesson centers its activities on the communicative functions of Exchanging Information and Evaluating & Commenting. It takes advantage of the video program *Comerciales en Español* (Teacher's Discovery), the computer software *Gutenburg, Jr.* (Gessler), and the audiocassette tape *Comerciales galore* (Cruzada Spanish Publications).

Setting

Grade Levels
10 - 12
Language
Spanish
Language Level
Third year
Prerequisite skills
Two years of high school Spanish
Equipment/Materials Needed

- Videocassette recorder (VCR), television (TV), and a videocamera
- Apple IIe™ computer
- Audiocassette player
- Blank video and audio cassette tapes
- Spanish language magazines
- Worksheets provided with this lesson

Specific Objective

The student will produce a persuasive Spanish commercial.

Video Programs

Comerciales en Español (Teacher's Discovery)

Computer Programs

Gutenberg, Jr. (Gessler)

Activity 1
Stop, Look, & Listen

General Strategy

Commercials on videocassettes and audiocassettes are used to generate students' interest in and to introduce aspects of different Hispanic cultures.

Time Frame

One 45-minute session.

Function

Exchanging Information and Observing Social Conventions

Context/Content

Culture, Daily Activities, and Food

Materials Preparation

- *Comerciales en Español* (Teacher's Discovery)
- *Comerciales galore*, (Cruzada Spanish Publications, P.O. Box 650909, Miami FL 33265)
- Copies of the scripts supplied with *Comerciales galore*
- VCR & TV
- Select appropriate commericals from the above sources.

Procedure

1. Explain to the students that they will use commercials as a means of reviewing and studying certain Hispanic cultures and language. Much can be learned about the language and life-styles of others through the viewing of commercials.

2. Prepare the class to be attentive for different cultural modes and language used in the video commercials.

3. Show the selected video sequences from *Comerciales en Español*

4. After watching the video, ask the students to recall as many commercials as possible; list them on the chalkboard

5. Play one side of the audiocassette *Comerciales galore* while the students silently read the script.

6. Play the other side of the cassette without the script. Ask the students to identify on paper the products in the commercial while listening to the tape.

Activity 2
Brainstorming

General Strategy	Students will develop and practice listening skills by listing expressions recognized in the commercials.
Time Frame	One 45-minute session
Function	Exchanging Information and Evaluating & Commenting
Context/Content	Culture, Daily Activities, and Food
Materials Preparation	• VCR, TV, and *Comerciales en Español* • Have ready examples of expressions used in commercials. Focus should be on certain items (e.g., foods, culture, transportation) which may be taken from the script. • Select language to be used in the computer.
Procedure	1. Explain that students will brainstorm expressions heard in the commercials viewed on the previous day. 2. Ask which words are familiar to them, which are unfamiliar, and which are used most often. 3. List on the board the familiar and unfamiliar expressions. 4. Review video and audio to confirm the expressions identified. 5. Have students look at Spanish magazines and choose five favorite ads. Homework assignment: Ask students to turn their television to a Spanish channel for a half hour in the evening. They are to come to class the next day with a list of products advertised in Spanish language commercials.

Activity 3
Hearing It from the Pros

General Strategy

Students will gain increased awareness of the process of successful communication skills from a knowledgeable guest speaker (radio, newspaper ad designer, etc.).

Time Frame

One 45-minute session

Function

Exchanging Information, Evaluating and Commenting

Context/Content

This activity may deal with any content, depending on the speaker's presentation.

Materials Preparation

- Arrange for a Spanish-speaking presenter from the community.
- Discuss with the speaker information to be presented, with emphasis on:
  a. Tactics for marketing products
  b. Geographic location of an ads' target audiences
  c. Differences in marketing products to different cultural ethnic groups

Procedure

1. In introducing your speaker, explain to the students that they probably already know a little about how language is used in the business world to sell a product, and today they're going to learn more about this technique from a professional. Students should be alerted that they will be held responsible for understanding selling tactics, cultural differences, etc.

2. While students listen to the guest speaker, they must identify and note at least five ways in which commercials use language to sell products. Students will have an opportunity to ask the speaker questions.

3. The teacher replays the video shown in Activity 1, and students list the features discussed by the guest speaker.

Homework Assignment:
1. Have students watch and rate commercials. Which are effective? Why?
2. Have students make up Spanish names for products that wouldn't be appropriate (e.g., NOVA, "no go," as a name for an automobile in Mexico).

Activity 4
Let's Practice

General Strategy

Students will choose one of the 25 commercials presented earlier to practice the expressions and discuss their cultural appropriateness.

Time Frame

One 45-minute session

Function

Exchanging Information

Context/Content

Culture, Daily Activities, Food, and other content

Materials Preparation

- Copies of the scripts of *Comerciales galore* for each student
- 3 x 5 cards

Procedure

1. Students will choose and rehearse a commercial in a small group (2 or 3 students) using the *Comerciales galore* ads. The groups present their commercial to the class.They must also note the cultural appropriateness of the language used in the commercial, the costuming necessary, and the props. No two groups are allowed to have the same commercial.

2. Students will make cue cards (3 x 5) of their role and list all props and costumes that they intend to use. Students will also underline words that they want to emphasize.

3. The teacher will monitor the small groups during the rehearsals to:
   1. Keep them on task.
   2. Assist with or model pronunciation.
   3. Discuss props and/or costumes.
   4. Discuss cultural differences and appropriateness.

Activity 5
Practice Makes Better

General Strategy	Students rehearse their commercials. Their classmates will critically observe these presentations and evaluate them.
Time Frame	Two 45-minute sessions
Function	Exchanging Information
Context/Contents	Culture, Daily Activities, Food, and other content
Materials Preparation	• Props needed by students • Cue cards • Paper • Evaluation sheet
Procedure	1. Before the students make their presentations, the teacher will ask the class to listen critically in order to evaluate objectively. 2. After each presentation, everyone, including the group which made the presentation, will be required to fill in the Evaluation Checklist (see below). Once all presentations are complete, each group will critique its own presentation and invite further comments from the class.

Evaluation Checklist

	Superior	Satisfactory	
1. Stance			
2. Voice/Volume			
3. Articulation			
4. Eye Contact			
5. Gesture/Body movement			
6. Personality			
7. Props/Costumes/Makeup			

Activity 6
Know the Details

General Strategy

The objective is to determine if students have understood the expressions used in the previous activities. At the end of the activity, students will ask their classmates questions concerning student advertisements.

Time Frame

One 45-minute session

Function

Exchanging Information

Context/Contents

Culture, Daily Activities, Food, and other contents

Materials Preparation

Collect sample ads from Spanish publications.

Procedure

1. The teacher will supply the students with copies of ads for familiar products, enough for each student.

2. The teacher will review the previous activities by asking students about the commercials presented. The teacher will ask which of these commercials were the most effective and why. (See examples.)

3. The teacher verbally describes a product using the now familiar phrases. Students will be asked to indicate where the descriptions match the pictures in their possession.

4. The students will next be grouped in twos or threes to ask questions of each other regarding the ad samples the teacher has provided. Each group will take turns asking the same type of questions the teacher used with the whole class. (See sample ad attached.)

Homework assignment:

1. Students will be encouraged to visit a radio or TV station and interview someone as to how the ads are done, whether they run foreign ads, who writes them, and who translates them. The students will be given extra credit for reporting their findings to the class.

2. Students will answer questions for a sample ad (see the attached ad and list of sample questions).

Sample Questions for LATINA Ad

Knowledge

1. What is the name of the airline in this advertisement?
2. Name three things that you see in the illustration.
3. What is included on the Economy Class flight?

Comprehension

1. Describe LATINA in your own words.
2. Explain why this airline has the name LATINA.
3. Draw a picture of one of the items LATINA includes on its Economy Class flights.

Application

1. Give some examples of features most airlines include with their flights.
2. Besides the features listed, what other things would you want an airline to include?
3. If you met someone who worked for LATINA, what kinds of questions would you ask her/him?

Analysis

1. What part of this ad is appealing to you?
2. Find five "complimentary" words in the ad.
3. Think of a good slogan for this airline.

Synthesis

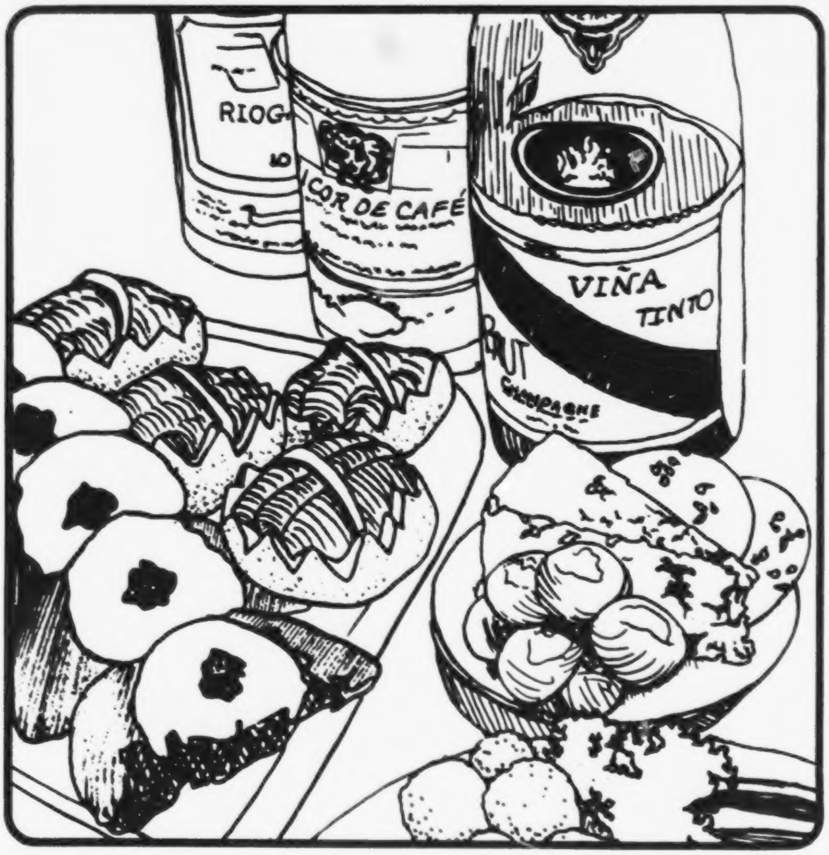
1. Rewrite the ad "your way."
2. Prepare a different illustration for this ad.
3. Make a poster for LATINA airlines.

Evaluation

1. Compare this ad with another ad for a major airline. Which ad is more effective and why?
2. If you had the opportunity to fly on LATINA Airlines, what would you like about this airline and why?
3. Could this be a real ad? Why or why not?

VIAJE POR EL MUNDO LATINOAMERICANO POR LA AEREO LINEA

LATINA



Para su viaje de negocios o de placer, planee volar en LATINA. En clase económica, usted puede gozar del cine y de la música estereofónica en inglés y español. Ofrecemos menús de altacocina y vinos selectos. También, hay mucho espacio para extenderse.

¡Imagínese en Primera Clase!

Haga su próximo vuelo con

LATINA

Las alas de Latinoamérica

Activity 7
Let's Be Original

General Strategy

In this lesson the student will incorporate all that has been learned by choosing a product from magazine ads and, working in groups , write an appropriate description of the product without naming the product.

Time Frame

One 45-minute session

Function

Exchanging Information,Evaluating & Commenting

Context/Content

Food, Personal Needs, and Travel & Transportation

Materials Preparation

- Magazines and newspapers
- *Comerciales en Español*
- *Comerciales galore*
- *Gutenberg, Jr.*

Procedure

1. Explain to the students that today they will get a chance to be as creative and original as possible in writing descriptions of the chosen product without naming the product. Their descriptions will be judged by the rest of the class for effectiveness.

2. Have students choose their groups (two or three in a group).

3. Give the students 10-15 minutes to decide which product they'd like to describe. It must be a different one from the one in the previous assignment.

4. After they choose a product from a magazine or newspaper ad, have the students write an original ad. Successive drafts are to be prepared using *Gutenberg, Jr.*

5. Circulates around the classroom and help the groups with expressions and comments. Try to guess the products of the different groups to see if the descriptions fit the questioning hierarchy.

6. For homework have the students individually write a completely different ad from the one the group has written, but using the same product. As an alternative, the student may go to the library and research many different ads written for the same product.

Activity 8
What Makes a Good Ad?

General Strategy

By the end of the lesson the students will be able to 1) understand written descriptions of products; 2) match these descriptions with the picture of the product; and 3) be able to say why they matched the product with the description. They will also point out what key words were influential in their decision.

Time Frame

One 45-minute session

Function

Exchanging Information, Evaluating &Commenting

Context/Content

Food, Personal Needs, and Transportation

Materials Preparation

- Descriptions of the products (excluding the products' names) on cards (8 x 10) brought by students
- Pictures of the products described on the cards plus one or two extra pictures (brought by students and the teacher)
- Prizes (product described or other ingenious prize)
- Pictures and cards taped on wall or board
- Sheets with descriptions of products on one side and a blank next to them to write in the letter under the picture that will correspond with the description.

Procedure

1. Review what makes a good ad.
    a. Key words
    b. Directness
    c. Clarity

2. Tape product pictures on the board, each labeled with an identifying letter.

3. Allow time for students to match descriptions on the cards with pictures of the products. Students must read the descriptions carefully, select the products which best fit them, and then write the corresponding letters on their work sheets.

4. Observe and monitor the students as they go to the work area.

5. Have the students read the different descriptions and point out the products for which they were written. Students will grade for accuracy. Ask why and how they arrived at their decisions. Students will then vote on the best ad.

Activity 9

Final Touches

General Strategy	Students will prepare an original ad or use an ad already presented. They will discuss, prepare, revise, and memorize it for filming on videotape.
Time Frame	One 45-minute session
Function	Exchanging Information
Context/Content	Food, Personal Needs, Travel & Transportation
Materials Preparation	Student prepared props, music, etc.
Procedure	1. Explain that the groups from Activity 7 will prepare ads for videotaping the following day. 2. Students will rehearse their parts and list props needed for their productions. 3. Monitor the small groups during the rehearsals to: a. Model pronunciation. b. Discuss props and costumes. c. Discuss cultural differences and appropriateness. d. Keep them on task.

Activity 10
You're On

General Strategy	The students will videotape their original commercials. Their classmates will critically observe these presentations in order to evaluate them as objectively as possible.
Time Frame	Two 45-minute sessions
Function	Exchanging Information, Observing Social Conventions
Context/Content	Food, Personal Needs, Travel & Transportation
Materials Preparation	• VCR, videocamera, blank videotape, tripod, and power supply • In the classroom, prepare a neutral backdrop against which the action will take place
Procedure	1. Before the students make their presentations, their classmates will be prepared to help in the videotaping and to offer constructive criticism if solicited by the performers. 2. Groups videotape their presentations.

Activity 11
The Final Product

General Strategy	The students will evaluate the unit by viewing the commercials taped the previous day. The students will comment on why the commercials worked or didn't work, whether the commercials had any cultural biases, wrong word choices, etc. 1. At the end of the lesson, students will be able to evaluate the filmed commercials objectively. 2. Students will be able to list positive and negative aspects of each commercial. 3. Students will be able to state in their own words why the commercial(s) worked or didn't work.
Time Frame	One 45-minute session
Function	Evaluating and Commenting, Exchanging Information, Expressing Feelings, and Observing Social Conventions
Context/Content	Food, Personal Needs, and Travel & Transportation
Materials Preparation	• VCR and TV • Teacher-prepared evaluation sheet (see Activity 5)
Procedure	1. Ask the class about the previous day's taping. Students will discuss their experiences. 2. Show the class the video of the previous day's filming. Students, by means of an evaluation sheet, will evaluate the commercials viewed.

Giving and Following Directions

By Robert Morrey, Joanne Barnes, and Delia Ybarra

Introduction

The communicative function of this lesson is the exchange of information. Giving and understanding directions are integral parts of speaking any foreign language. The students are required to describe how to move from their school to their own homes. Through modeling, the teacher introduces the language required in order to complete the task. The students will practice the language in individual exercises on the computer, using a word processor and a shell program (see Glossary).

Setting

Overall Lesson Time Frame
Four or five days for 50 minutes per day
Grade Levels
Grades 7-12
Langauge
French
Language Level
First Year
Prerequisite skills

1. The ability to ask questions and give commands
2. Basic familiarity with the computer and with *Gutenberg, Jr*

Equipment & Materials Needed

- Computers
- Overhead projector
- VCR and TV
- Videocamera
- Apple IIe or IIc computers
- *Gutenberg, Jr.* (Gessler)
- *Dasher* (CONDUIT)

Specific Objectives

1. The student will be able to follow directions on a map when the student hears the directions orally.
2. The student will be able to produce a set of directions for moving from one location to another.

Video Programs

A vous la France (Films Incorporated).

Computer Programs

Gutenberg, Jr. (Gessler), a full featured word processor which can display all French orthography correctly.

Dasher (CONDUIT), which the teacher can use to create exercises. The exercises can be both function- and drill-oriented.

Activity 1
Using a Map to Follow Directions

General Strategy

1. Introduce and model the communicative function of Exchanging Information through various exercises.
2. Students produce directions using a map.

Time Frame

50 minutes

Function

Exchanging Information

Context/Content

Immediate Environment, Travel & Transportation, Locations & Geography, and Time Concepts

Materials Preparation

- VCR and TV
- *A vous la France*, Episode 1 (Films Incorporated)

- Prepare an overhead transparency map of the local neighborhood or of the downtown section of a nearby community, showing pictures of the various buildings, streets, landmarks, trees, etc., that might be used if one were to give directions in that part of town. Do not label any of the parts of the map; as that will be done during the class period. At the same time, prepare a duplicate map on paper for each of the students.

- Collect pictures depicting various buildings, locations, objects, or actions which might be associated with the map of the local neighborhood.

Procedure

Ask the students whether they have ever been invited to a friend's house and did not know how to get there. Ask how they solved this problem. Tell the students that they will eventually have to draw maps and explain to each other how to get to one another's houses.

Show the video, *A vous la France*, Episode 1 (Films Incorporated). Use the film as a starting point for using a map to give directions.

Show the students a map of a local area. The objective of the activity is to trace a route on the map from one place to another as was done in the video program. Elicit from the students a map route. Once the route is mapped, distribute to the students individual copies of that map.

Retrace the route, being careful to orally describe the route, providing information about the landmarks, the directions to turn, the things to avoid, etc. Meanwhile, the students are also filling in the information on their maps as you do it on the overhead projector.

Divide into groups of two or three in order to try to follow the maps on their own. They are to select beginning and ending points on the map, draw out the routes, and then describe the route to each other. The student tracing the route from oral description should not be shown his or her partner's map until the directions are complete.

Circulate, helping the students as needed. At this time, evaluate the student's performance on this task.

Record the language that has surfaced during this part of the activity. This language will later be incorporated into a data program for student practice on the computer.

Homework assignment:
Each student is to prepare a map showing the path one would follow in order to get from school to his or her house. Landmarks, streets, trees, buildings, parks, etc. are to be included on the map, as well as the labels for them.

Activity 2
Getting from School to Home

General Stategy	1. Students write out the directions for getting from school to their houses. 2. Students interpret each other's directions for getting from school to their houses. 3. Students practice language that has surfaced during the course of the class activities.
Time Frame	50 minutes
Function	Exchanging Information
Content/Context	Immediate Environment, and Travel & Transportation
Materials Preparation	• Teacher-prepared data file using the language that was identifed in Activity 1. Use *Dasher* for this practice. • *Gutenberg, Jr.*
Procedure	Divide the students into two groups. One group will use *Dasher* to do the activities prepared by the teacher. Students may work in pairs if desired. The second group will work with *Gutenburg, Jr.*, in order to write out the directions to get from school to their homes, using the maps they prepared for homework as a guide. After the students have finished doing both assignments, they should be paired again. Students who worked with *Dasher* are paired with students who wrote directions. The students who wrote directions must give their maps to their partners. They must describe the route from home to school. The students who are listening to the directions may ask questions, confirm information, etc. At the end of the activity, they should have been able to trace the path on the map as described by their partner. At this point, the roles are reversed, giving the other student an opportunity to follow directions.

Activity 3
Planning to Get to a Surprise Party

General Strategy	Students plan how they will get to each other's houses in one car in order to go to a surprise party at a friend's house.
Time Frame	50 minutes
Function	Exchanging Information
Content/Context	Immediate Environment, and Travel & Transportation
Materials Preparation	• Decisions regarding grouping of students, such that there are five students in each group • *Gutenberg, Jr.* • Transparencies for the overhead projector available to students
Procedure	Assign students to their groups and then explain that they are going to a surprise party at a specific location. They cannot all go in separate cars because the person will be made suspicious by all the automobiles. Therefore, the students that are in each group must go together. They need to discuss how they are going to do this. The students in each group need to comprehend all of the arrangements, make maps, give directions, and be able to present these directions orally to the whole class the following day. The students may use the overhead projector in their reports to the class if they wish. The oral presentations will be videotaped. The students may use the computer and *Gutenberg, Jr.*, etc. to help them in their preparations.

Activity 4
Getting to the Surprise Party

General Stategy	1. Students give directions orally. 2. Students will follow the directions given to them.
Time Frame	50 minutes
Function	Exchanging Information
Content/Context	Immediate Environment, and Travel & Transportation
Materials Preparation	• Overhead projector for students who wish to use it • Videocamera • Blank videotape
Procedure	Have students present their directions to the rest of the class. The other students and you may ask questions or offer comments in order to clarify or make suggestions. These sessions are to be videotaped and will be made available for evaluation and future review.

Die Familie

By Brigitte Little & Mary Dessecker

Introduction

The family is a lesson which most textbooks address in the first year of language study. Students are quite eager to talk about themselves, their families, and family life and therefore should certainly be given the opportunity to do so. This lesson introduces extended family relationships as well as family life-styles and activities through the communcative function of exchanging information. In the process, the students will be introduced to the necessary enabling vocabulary and grammar which will allow them to exchange information about their own expanded families and family activities, including step-relationships, in-laws, divorce and separation, and being single and/or widowed. Students will be given extensive practice in speaking and writing about their own families and daily activities within the family lesson. Finally, through the use of videos, the life of a family in Germany will be compared with that of an American family.

Setting

Overall Lesson Time Frame

Five class periods, each of 50 minutes duration

Grade Level

7 - 12

Language Level

First & Second Year

Prerequisite Skills

1. Students have had a basic lesson on the family and know the basic vocabulary to be covered in this lesson.
2. Students are familiar with the computer and the word processing program *Alexander* (Gessler) and are able to write a simple script.

Equipment & Materials Needed

- VCR & monitor
- *Partner Video Sequences in German* (Media Guild)
- Authentic German family tree – *Der Stammbaum von Stefan Berg* (Figure 1)
- Overhead projector
- Transparency of *Family Tree* (Figure 2)
- IBM PC/PCjr computers

Specific objectives

1. The students will be able to exchange information about a) their extended families; and b) typical activities in their families.
2. The students will be able to exchange information about the rules and responsibilities of a typical German family as compared with a typical American family.
3. The students will be able to write and role-play scripts which depict situations in a family incorporating various functions.

Video Programs

Partner Video Sequences in German (Media Guild), episodes 1 and 16. These episodes are short (2-5 minutes) segments about the daily life of a family in Celle, West Germany. The father is out of work, but the mother works full time. They have one 12-year-old daughter.

Computer Software

The word processing program *Alexander* (Gessler), for the IBM family of computers.

Activity 1
Welcome to My Family

General Strategy

1. Introduce the students to German family life.
2. Students exchange information with others about their own families.

Time Frame

One 50-minute class period

Function

Exchanging Information

Context/Content

Time Concepts, Family Members , Food, Interactions with People, Immediate Environment, Daily Activities, Professions & Occupations, and Culture

Materials Preparation

- VCR and TV with *Partner Video Sequences in German* (Media Guild), Program 1, "Mutti arbeitet; Vati ist arbeitslos" (Mom works; dad is without work).
- Overhead projector
- Transparency of *Der Stammbaum von Stefan Berg* (Figure 1)
- Copies of *Mein Stammbaum* (Figure 2)

Procedure

Tell students that they will learn how to express themselves more extensively about their family life and relationships.

Show *Partner* video. This episode depicts the beginning of a German family's day: breakfast, talking about plans for the day, school activities that day, etc.

Get student reactions, questions, and comments. Ask them who serves breakfast, does the dishes, Of what does breakfast consist? What are the plans for each family member, etc.?

Show the video once more, but with the sound turned off. Have students provide the dialog.

Ask the students questions about the relationships they observed, the kind of house the family lived in, its size and furnishings.

Use the family tree transparency, *Der Stammbaum von Stefan Berg* (Figure 1), to review family relationships, introducing new language as needed. Direct the students to take notes.

Group students in triads for interviews. One student in each group is appointed the reporter/recorder. Students ask each other about the number of family members in their home, their names, ages, birth dates, and relationships in their families. This will create a need for them to know more language in order to be able to express themselves. You should be available to answer the students' questions and help them with this task.

Have the groups' reporters relate to the class the group's findings.

Homework assignment:

1. Distribute copies of *Mein Stammbaum* (Figure 2) to the students. Students are required to produce their own family trees using one side of their families. They will use the completed assignment on the third day of the lesson. This will give them sufficient time to research the subject.
2. Instruct the students to bring family snapshots portraying holidays, pets, family members, activities, etc., for the following day.

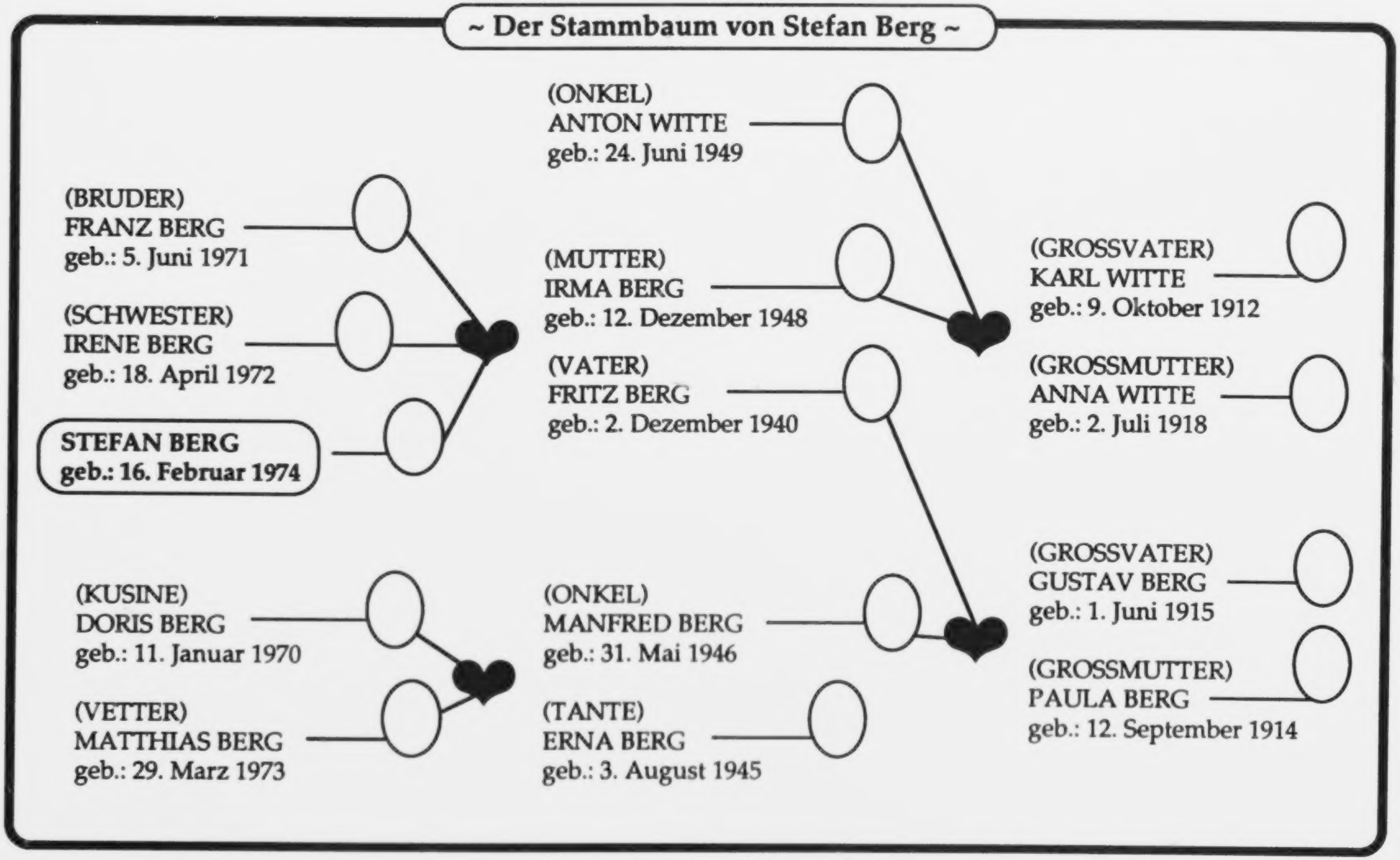
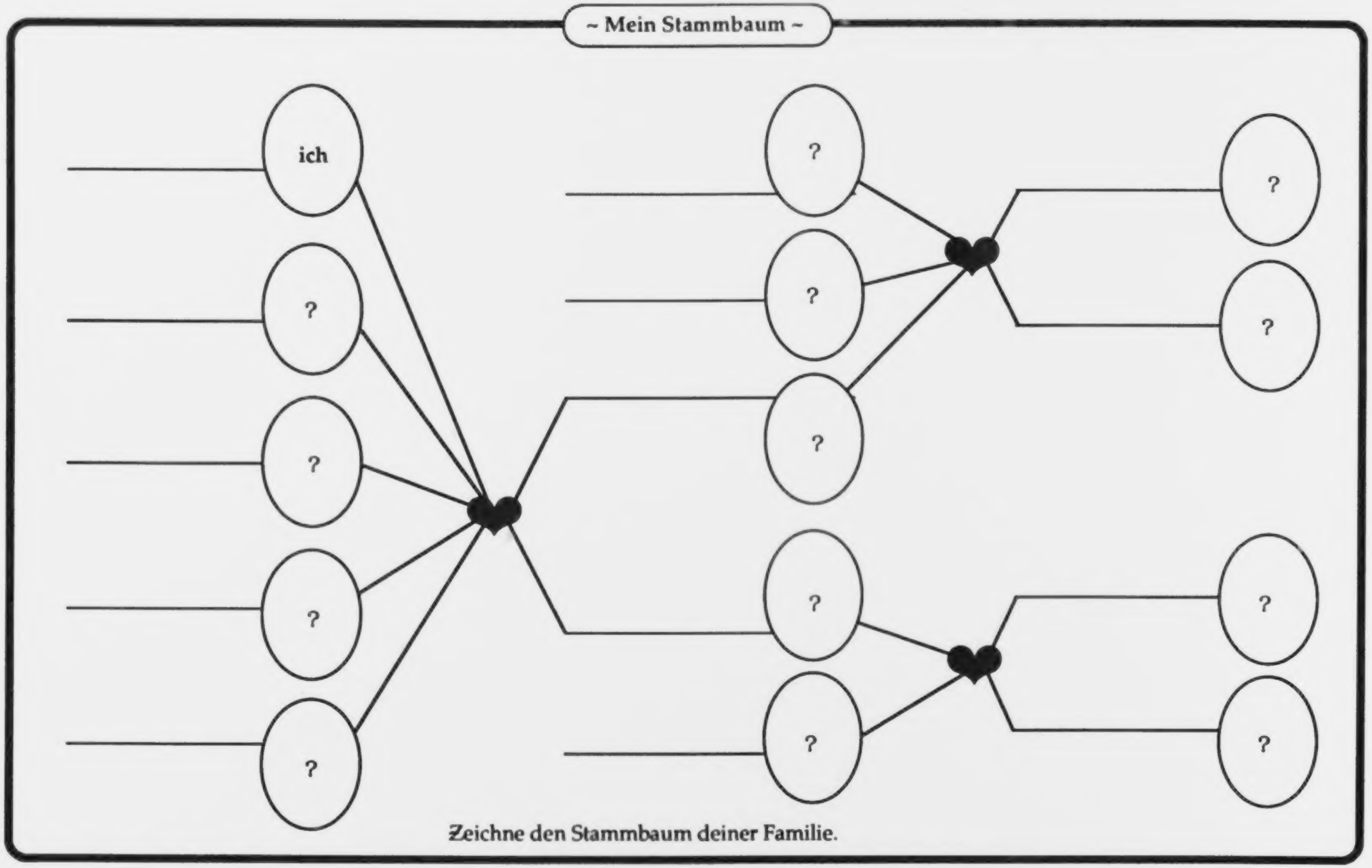

~ Der Stammbaum von Stefan Berg ~
(ONKEL)
ANTON WITTE
geb.: 24. Juni 1949
(BRUDER)
FRANZ BERG
geb.: 5. Juni 1971
(MUTTER)
IRMA BERG
geb.: 12. Dezember 1948
(GROSSVATER)
KARL WITTE
geb.: 9. Oktober 1912
(SCHWESTER)
IRENE BERG
geb.: 18. April 1972
(VATER)
FRITZ BERG
geb.: 2. Dezember 1940
(GROSSMUTTER)
ANNA WITTE
geb.: 2. Juli 1918
STEFAN BERG
geb.: 16. Februar 1974
(GROSSVATER)
GUSTAV BERG
geb.: 1. Juni 1915
(KUSINE)
DORIS BERG
geb.: 11. Januar 1970
(ONKEL)
MANFRED BERG
geb.: 31. Mai 1946
(GROSSMUTTER)
PAULA BERG
geb.: 12. September 1914
(VETTER)
MATTHIAS BERG
geb.: 29. Marz 1973
(TANTE)
ERNA BERG
geb.: 3. August 1945

Figure 1



~ Mein Stammbaum ~

Zeichne den Stammbaum deiner Familie.

Figure 2

Activity 2
The Family Tree

General Stategy	1. Students exchange information regarding family relationships and hierarchies. 2. Students exchange information regarding the differences and similarities between the students' families and the German family seen in the video.
Time Frame	One 50-minute period
Function	Exchanging Information
Context/Content	Time Concepts, Family Members, Food, Interactions with People, Immediate Environment, Daily Activities, Professions & Occupations, and Culture
Materials Preparation	• VCR, TV, and *Partner Video Sequences in German* (Media Guild), Program 16, "Hast du Geschwister?" (Do you have brothers and sisters?) • *Der Stammbaum von Stefan Berg* (Figure 1) • *Die Familie* (Figures 3 & 4)
Procedure	Show the *Partner* video. In a manner similar to that used in Activity 1, students will discuss what they have seen. Ask guiding questions as needed. Show the video a second time without sound, again having students provide the dialog. With the help of the *Der Stammbaum von Stefan Berg* (Figure 1) transparency, discuss relationships, using possessives and comparative adjectives (older, taller, etc.). Introduce and reinforce new language, such as in-laws, stepmother, single, divorced, etc., by means of conversation with the students about their families. Have students reform the triads used in Activity 1, electing another group member as reporter. This time they are to discuss who is the oldest, youngest, etc., in their family; whether there are step-brothers and -sisters; who lives at home, etc. They share the snapshots of their families and explain the occasions on which they were taken.

The groups' reporters relate to the class the groups' findings.

Now guide a comparison of the students' families and the German family they have seen in the video program. (Is that family intact? What about the father who is out of work? Is there a reversal of roles?)

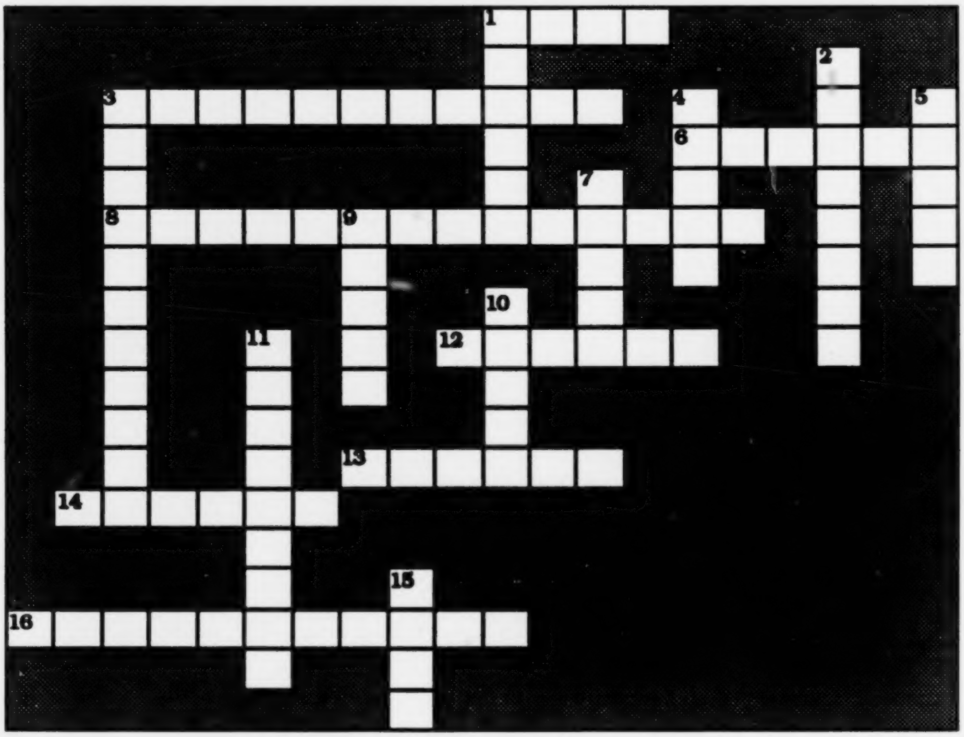
To assist the students with the assignment due on the third day, model the completion of *Mein Stammbaum* with a family tree using the overhead projector.

Homework assignment:

1. Remind the students of the *Mein Stammbaum* (Figure 2) assignment that is due the following day.
2. Direct the students to complete the *Die Familie* worksheet (Figure 3).

Die Familie

Kreuzwort ratsel



ä = ae ß = ss

waagerecht

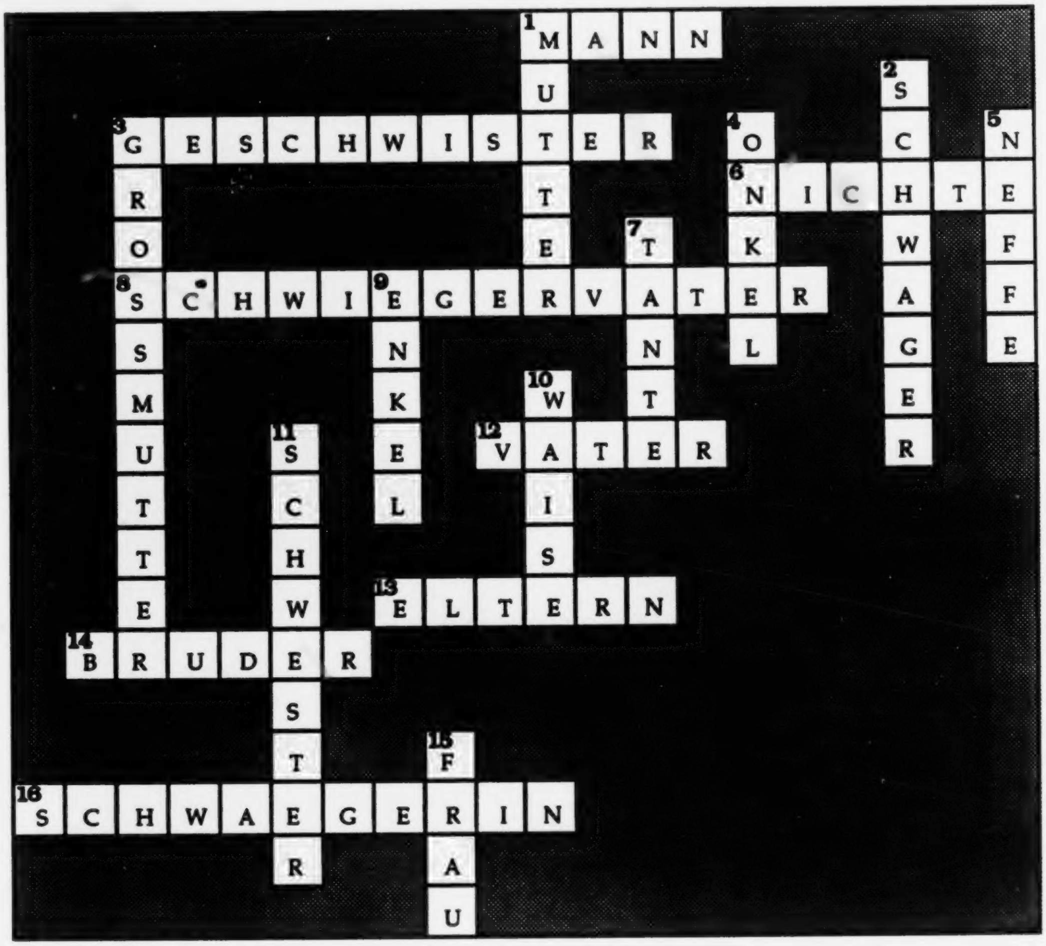
1. Mein Vater ist Muttis________________________.
3. Bruder und Schwester sind________________________.
6. Tantes Tochter ist Muttis________________________.
8. Der Vater von Muttis Mann ist ihr________________________.
12. Der Mann meiner Mutter ist mein________________________.
13. Mutter und Vater zusammen sind meine________________________.
14. Der andere Sohn meines Vaters ist mein________________________.
16. Die Frau meines Bruders ist meine________________________.

senkrecht

1. Die Frau meines Vaters ist meine________________________.
2. Der Mann meiner Schwester ist mein________________________.
3. Meines Vaters Mutter ist meine________________________.
4. Der Bruder meiner Mutter ist mein________________________.
5. Der Sohn meiner Tante ist Vaters________________________.
7. Die Schwester meiner Mutter ist meine________________________.
9. Der Sohn meines Vaters ist Opas________________________.
10. Wenn man keine Eltern hat, so ist man________________________.
11. Die Tochter meiner Mutter ist meine________________________.
15. Die Mutter ist Vaters________________________.

Figure 3

Die familie (Lösung)



1 MANN
1 MUTTER
2 SCHWAGER
3 GESCHWISTER
3 GROSSMUTTER
4 ONKEL
5 NEFFE
6 NICHTE
7 TANTE
8 SCHWIEGERVATER
9 ENKEL
10 WAIS
11 SCHWESTER
12 VATER
13 ELTERN
14 BRUDER
15 FRAU
16 SCHWAEGERIN

Figure 4

Activity 3
Family Responsibilities

General Strategy	1. Students exchange information about their own family relationships. 2. Students write scripts using information that they have received from interviews with each other.
Time Frame	One 50-minute period
Functions	Exchanging Information
Context/Content	Time Concepts, Family Members, Food, Interactions with People, Immediate Environment, Daily Activities, Professions & Occupations, and Culture.
Materials Preparation	• Computers • *Alexander* (Gessler) • Answer key for *Die Familie*
Procedure	Review and correct *Die Familie* worksheet Direct the students to form new triads. They are to tell each other what they have learned about their families, using their family trees (see Activity 1) as guides. The students take notes on each other's presentations for use later in writing a script which might occur among family members. Students may also ask each other questions in order to clarify and give feedback regarding this assignment. Next they are to imagine that three members of the families– one from each family– come together in order to find out more about each other; i.e., who's who, who's the oldest and the youngest, who has the most grandchildren, etc. They can move the discussion in any direction they wish, letting their oral presentations of their individual family trees be their guides. Finally, tell the groups that they will act out the scripts the next day during class and that their "performances" will be videotaped. Direct the students to record the group's scripts using *Alexander* and the computer assigned to the group.

Activity 4
Role-Playing a Family

General Strategy	Students role-play the scripts written during the previous lesson.
Time Frame	One 50-minute period
Function	Exchanging Information
Context/Content	Time Concepts, Family Members, Food, Interactions with People, Immediate Environment, Daily Activities, Professions & Occupations, Culture
Materials Preparation	• Video camera, VCR, and blank videotape
Procedure	Each group of students presents the script that it created the previous day to the rest of the class. The presentations are in role-play form and are videotaped. During class tomorrow, the students will view and evaluate the videotapes of their role-playing session. Their evaluations will be based on how well each group communicated the information required of it by the situation.

Lesson 5
Everyone's a Critic

General Strategy	Students critique the effectiveness of the communication in the scripts videotaped in Activity 4.
Time Frame	One 50-minute class period
Function	Exchanging Information, Evaluating & Commenting, and Expressing Feelings
Context/Content	Food, Immediate Environment, Daily Activities, Professions & Occupations, and Culture
Materials Preparation	• VCR and TV
Procedure	The students' videos are played for the class. At the conclusion of each video the class discusses the effectiveness of the communication and other aspects of the performance of the group. You may use the discussion and the videos as a basis for grading the groups' performance on this task.

World Class Correspondent

by Kristen Brown & Dennis Sayers

Introduction

This unit describes the World Class Correspondent project, which uses telecommunications and journalism as ways for foreign language students to improve their communication skills by exchanging writing with another class of speakers of the target langauge. This lesson is based on the function of Exchanging Information using *Spanish FrEd Writer* and telecommunications software as media of recording and tranferring student work.

The main purpose of this lesson is to provide guidelines for establishing a relationship with a sister class and using that relationship to interest students in writing. Although the specifics of implementing a long-term journalism project are not given here, the eventual goal of the contact between the sister classes is to produce a class newspaper, with correspondents from both classes contributing to its pages.

Setting

Overall Time Frame
Three 50-minute lessons
Grade Levels
7 – 12
Language
Spanish
Language Levels
Second through Fourth Years
Prerequisite Skills

- The ability to use *Spanish FrEd Writer*
- Experience with the journalistic form of writing

Equipment Needed

- Apple IIe™ computers
- Printers
- Modem and telecommunications software

Specific Objectives

1. Introduce students to the concept of World Class Correspondent.
2. Establish a relationship between two sister classes.
3. Develop a Cultural Packet.
4. Provide activities in which there is a real and obvious purpose for communicating.
5. Develop strategies for increasing students' understanding of other cultures.
6. Provide new sources of high interest reading material in the target culture.

Computer Program

Spanish FrEd Writer (Hands-On Training)

Activity 1

First Contact Between Sister Classes

General Strategy

A strong personal relationship between two classes is the key factor in a successful long-distance communication between foreign language students. This activity provides an introduction to the initial letter exchange between two groups of students. Specifically, the objectives are:

1. Introduce the World Class Correspondent project.
2. Write the first drafts of brief autobiographies which will be sent to the sister class.

Time Frame

50 minutes

Function

Exchanging Information

Content/Context

Family Members, Interactions with People, Immediate Environment, Daily Activities, Locations & Geography, Leisure & Free Time, Travel & Transportation, and Culture

Materials Preparation

- The teacher should established a sister class relationship with another foreign language class, a class of native speakers in the U.S. or in another county, or some other suitable group of correspondents (see Appendix I of this lesson for suggestions for establishing contact). In the initial letter to the sister class's teacher, the teacher describes the class which will be involved in the project. In subsequent letters, time lines, procedures for exchanging texts, and ideas for student activities should be discussed. All of these arrangements should be complete before introducing the project to the students.
- Prepare a list of suggested topics for the students' autobiographies. This list will serve as an evaluation form later and should therefore be fairly complete. Duplicate this list for students.
- Computers
- *Spanish FrEd Writer*
- Systems for scheduling students on computers, for saving their work to disks, and for printing student work
- Prompted writing file (see Appendix III to this lesson)

Procedure

The teacher introduces the World Class Correspondent project to the class, explaining that its eventual purpose is to produce a class newspaper based on a collaboration with a sister class. The teacher explains that contact has already been established with the sister class and relates some of the information about that class. The teacher then tells students that they will write an initial letter to their sister class and that an interesting place to begin is with brief autobiographies.

The teacher explains the procedure for writing the autobiographies: Write a first draft during class the first day; have classmates critique the first draft the second day; and finally rewrite the final draft of that which will be sent to the sister class.

The teacher distributes the suggested list of topics for the autobiographies. As a prewriting activity, the teacher and students hold a discussion about the items on the list, making notes about several points as they go along.

The students work on the first drafts of their autobiographies. Composition is done on computers using *Spanish FrEd Writer* and the teacher-created prompted writing file (see Appendix III to this lesson).

Activity 2
Critiquing and Rewriting Autobiographies

General Strategy	1. Students critique each other's autobiographies. 2. Students rewrite drafts of their autobiographies.
Time Frame	50 minutes
Function	Exchanging Information and Evaluating & Commenting
Content/Context	Family Members & Relations, Interactions with People, Daily Activities, Locations & Geography, Leisure & Free Time, Travel & Transportation, and Culture
Materials Preparation	• Computers • *Spanish FrEd Writer* • Systems for scheduling students on computers, for saving their work to disks, and for printing student work • Overhead projector & transparencies
Procedure	The teacher divides students into groups of three so that they may critique each other's first drafts of the autobiographies. The students are to be guided in their critiques by the list of suggested topics from the previous day (see Activity 1), noting whether their classmates have done a good job of covering important issues and also noting whether the writing is clear. The teacher may wish to do a sample critique for the whole class using an overhead projector and transparencies. After the students have finished their critiques, they return to the computers to rewrite their autobiographies. Homework assignment: Students are assigned to bring pictures of themselves to accompany their autobiographies when they are sent to the sister class.

Activity 3
Cultural Packets: An Introduction

General Strategy

Each month for the duration of the project, the sister classes exchange Cultural Packets (see Appendix II to this lesson), usually a large envelope filled with items which depict the students' community and culture and illustrate the written information being exchanged. Set up a bulletin board to display the contents of the packets received from the sister class; they often spark ideas for future writing.

This activity's objectives:

1. Introduce the notion of Cultural Packets to the students.
2. Students brainstorm and decide on what they want to include in their first Cultural Packet.
3. Students send their first letters and Cultural Packet to their sister class.

Time Frame

50 minutes

Function

Exchanging Information and Evaluating & Commenting

Content/Context

Family Members, Interactions with People, Immediate Environment, Daily Activities, Locations & Geography, Leisure & Free Time, Travel & Transportation, and Culture

Materials Preparation

A sampling of realia from foreign countries, which will serve as the basis of a discussion about what is contained in a Cultural Packet.

Procedure

The teacher introduces the Cultural Packet by showing the students a sampling of various realia from different countries. Discuss the realia. What do they tell about the country from which they came? Are they genuine examples of cultural values? Are they sterotypic of the country? What makes them good/poor examples of the culture of the country from which they came? Must one know more about the country and its people in order to understand how the realia reflects its culture?

The teacher explains that students are going to send Cultural Packets to their sister class once a month, and that these packets will help their sister class understand more about American culture in general and more about them in particular. The class is divided into groups of three or four and asked to brainstorm about the kinds of objects they should send with their autobiographies. Each group must devise a list with no more than ten items that it would like the class to consider for inclusion in the Cultural Packet.

After the group discussions, the students come back together as a whole class, and each group presents its list to the rest of the class. Other students may ask questions to clarify, they may comment on the different items listed, expressing agreement or disagreement, etc. In the end, there will be a vote on the fifteen objects that will compose the first Cultural Packet.

Students send both their autobiographies (with photos attached) and their first Cultural Packet to their sister class. (See Appendix IV for more information on exchanging text over distances.)

Appendix I
A Guide to Finding a Sister Class

- Make inquiries or post your name on the Birds-of-a-Feather bulletin board at conferences or during your travels for information about schools with computers.
- Contact the education or languages departments of a local college or university.
- Try "sister class want ads". Learn how to use a modem and post messages on electronic bulletin boards.
- Contact your Sister City.
- Write a letter to one of the consulates.
- Consult the Foreign Language Resources section of this *Resource Guide* (Appendix IV).

Appendix II
Suggestions for Items to Include in Cultural Packets

- Photographs of students, teacher, and school
- Photographs of student activities: dances, rallies, funny hat day, etc.
- Postcards, maps with arrows pointing to key locations, brochures from nearby places of interest
- Exemplary student assignments, student artwork
- Pictures from magazines, local news clippings, copies of school newspaper
- Any print material which illustrates or accompanies other student writing exchanges
- Pen pal letters (These should not be the main focus of the writing exchanges, but if the students wish to write personal letters they may do so.)
- Anything else the students think of (Discuss with the students the definition of culture and the idea of a time capsule. Set a box in the corner of the room and let students contribute to it.)

Appendix III
Prompted Writing: What Is It and Why Do It?

With Prompted Writing, students no longer waste time wondering what to write and where to begin. Prompts are prepared suggestions for writing specific types of discourse. For example, a file on news articles might prompt the students to make sure the first paragraph answers each of the classic reporter's wh-questions. A student types in a response to these prompts, but when the file is pointed out, the prompts are stripped from the draft.

Spanish FrEd Writer software allows teachers to create their own prompts, tailor-made for any assignment in foreign language writing. Specific instructions on how to create Prompted Writing lessons are included in the *Spanish FrEd Writer* documentation found on the disk.

Appendix IV
Exchanging Text Over Distances

Listed below are two methods which can be used for mailing your students' work; one requires stamps, the other doesn't:

- Traditional mail: Mail the diskettes with the files of the students' articles to the sister class.
- Electronic mail:
  - Classes on each end buy a modem and then hook the computer to a telephone line.
  - Obtain a copy of *FrEd Sender*, a public domain telecommunications program which can be used to send text files created on *Spanish FrEd Writer*. This program is available through Computer Using Educators, Inc. (see Foreign Language Resources, Appendix IV) or at your local TECC center or county office of education (see Regional Agencies, Appendix II).

Planning a Trip Through Spanish-speaking Countries

By José Galván, Barbara Hawkins, & Thom Hudson

Introduction

This lesson uses several software titles from D.C. Heath and *Spanish FrEd Writer* to provide students practice in the communicative function of Exchanging Information. During the course of this lesson, enabling vocabulary and grammar will arise. However, the vocabulary and grammar are never the focus of the lesson. They are important only when they support the communicative function.

The class is divided into five groups of five students each. Each group is assigned a country to which it must plan a trip. Students must determine what there is of interest in the country that has been assigned to them, the best time of the year to visit the country, the cost of the trip, etc. In the culminating activity, the five groups come together to plan a trip to all of the countries studied, ending their trip at the *Congreso de la juventud hispana* in Madrid, Spain, in August, 1987. The groups present their individual plans to the whole class to coordinate the individual trip schedules. A master itinerary through the Spanish-speaking world to the *Congreso* will be formulated.

Setting

Overall Time Frame

The unit is divided into four lessons, which take a total of 250-300 minutes to complete. Except for Activity 1, the lessons may be distributed over several days.

Grade Levels

9 – 12

Language

Spanish

Language Level

Second Year

Prerequisite Skills

- Ability to read for information
- Library skills which will allow students to research as required
- Knowledge of how to use the computer and software which accompanies this lesson
- At least some previous experience in group work

Equipment & Materials Needed

- Computers and software
- Maps and atlases
- Lista de comprobación para el trabajo de grupo (see Appendix I to this lesson)

Technology in the Curriculum

Appendixes

Foreign Language Resource Guide

Appendixes

- Sample letter to consulates/tourism centers (see Appendix II to this lesson)
- Reference material referred to in Appendix III to this lesson
- Teacher's Checklist for Evaluating Student Progress (see Appendix V to this lesson)

Computer Software	- *Una visita a México* - *El mundo hispánico* - *Un viaje en tren* - *Spanish FrEd Writer*
Specific Objective	Students will be able to exchange information about the Spanish-speaking countries.

Activity 1
Introducing a Trip Through Spanish-speaking Countries

General Strategy

1. Introduce the task to the students, giving them an overview of the unit.
2. Introduce and model the communicative function of Exchanging Information.
3. Determine the categories of interest the students would have if they were to travel to Spanish-speaking countries; i.e., what types of activities they would like to participate in, places they would like to see, or goods they would like to buy.
4. Motivate the students to learn about Spanish-speaking cultures.
5. Introduce the five countries to which the students will plan trips.

Time Frame

One 50-minute class period

Function

Exchanging Information

Context/Content

Culture, Travel & Transportation, Time Concepts, Food, Leisure & Free Time, and Locations & Geography

Materials Preparation

- Map of the world (poster size)
- Individual maps of Colombia, México, Puerto Rico, Spain, & Venezuela
- List of library resources

Procedure

The teacher tells the students that they are going to be planning a trip to five different Spanish-speaking countries. The teacher explains that there will be five groups and that each group will be responsible for information about one of the countries. In the end, all the groups will share their information and plan an itinerary which will take them through all five countries, ending up in Madrid, Spain, at the *Congreso de la juventud hispana*.

The teacher asks the students what they would like to see, do, buy, etc., in a foreign country, eliciting a wide variety of answers.

The teacher records the students' responses on the chalkboard. This information will be transcribed and distributed at the beginning of Activity 2.

The teacher assigns the students to groups and assigns them to brainstorm and record all of the things they need to learn in order to plan their trips, using the material from the previous activity as a reference. The teacher circulates among the groups, helping them as needed.

Homework assignment:

Students are assigned to gather the facts identified in the above activities from such sources as an encyclopedia, *National Geographic*, *GEO*, *Smithsonian*, etc.

Activity 2
Collecting Information for the Trips

General Strategy

1. Review the general goals of the group work as introduced in Activity 1.
2. Involve the students in collecting information about the various Spanish-speaking countries.

Function

Exchanging Information

Context/Content

Culture, Travel & Transportation, Time Concepts, Food, Leisure & Free Time, and Locations & Geography

Materials Preparation

- Classroom library (see Appendix III to this lesson)
- Sample letter (see Appendix II to this lesson)
- Computer station
- Computer software:
  –Heath Spanish software
      Una visita a México
      El mundo hispánico
      Un viaje en tren
  –*Spanish FrEd Writer*
- List of language identified in Activity 1 of this lesson
- Lista de comprobación para el trabajo del grupo (see Appendix I to this lesson)

Procedure

The teacher recapitulates the general goals of the project (see Activity 1), reviewing all the language introduced in the previous activity. She or he provides additional language practice necessary for students to continue their assignments.

The teacher describes the learning centers:

1. **The Letter-writing Station.** The students will use the Sample Letter (see Appendix II to this lesson) and *Spanish FrEd Writer* to write their own letters reQuésting information about the various countries. These letters will then be sent to the various consulates/tourist bureaus in order to solicit the information. Since the information will probably arrive too late for the students to use for the project at this time, they are to write the letters in order to replace the materials currently being used by them so that next year's students will have access to them.
2. **The Computer Station.** The students will have an opportunity to use the software that will help them in finding out about their countries. (See Appendix IV to this lesson for a list of computer software activities.)

3. **The Classroom Library.** The students will use the library in order to find out information about their countries. The library should include several books and pamphlets that will be of interest in this regard. (See Appendix III to this lesson.)

After describing the learning centers, the teacher explains to the students how they will work.

1. Students are to use the centers in order to discover information about their assigned countries.
2. The teacher distributes copies of Lista de comprobación de trabajo del grupo (Appendix I to this lesson) to all of the students, and explains its use as a guide for their movements from center to center.

The teacher then sends the students to centers. While the students are working at the centers, the teacher circulates, making sure the students are *on task,* answering questions, recycling vocabulary, etc. At the same time, the teacher begins the evaluation process (see Appendix V to this lesson).

The teacher asks for summaries of group work at the end of each period.

At the end of the 100-150 minutes, the teacher informs the students that at the next meeting they will break into new groups which will consist of representatives from all five countries. At that time, each student will be responsible for representing his or her particular country to the new group.

Homework assignment:

The students will review and prepare their Listas de comprobación de trabajo del grupo in preparation for their presentations to the new groups at the next meeting.

Activity 3

Expanding Knowledge of Other Spanish-speaking Countries

General Strategy	1 Review the goals of the new groups (see Activity 2). 2. Students exchange information about the various spanish-speaking countries that they have studied, so that they learn the points of interest in each other's countries.
Time Frame	50 minutes
Function	Exchanging Information
Context/Content	Culture, Travel & Transportation, Time Concepts, Food, Leisure & Free Time, Locations & Geography
Materials Preparation	Four blank copies of Lista de comprobación para el trabajo del grupo (see Appendix I to this lesson) for each student
Procedure	The teacher distributes Listas de comprobación para el trabajo del grupo to students and explains that they are to fill them out for each new country they learn about in their new groups. Students are assigned to new groups, which are composed of one student from each of the countries studied. Students complete Lista de comprobación para el trabajo del grupo by asking for information from the students representing other countries. The teacher checks that above activities are done appropriately (see Appendix V to this lesson). Homework assignment: The teacher has the students list five events or places they would visit in each of the five countries.

Activity 4
Planning the Trip to Spanish-speaking Countries

General Strategy	1. Students achieve consensus in planning itineraries: a. In their original groups (see Activity 2) b. In the whole class
Time Frame	50 minutes
Function	Exchanging Information
Context/Content	Culture, Travel & Transportation, Time Concepts, Food, Leisure & Free Time, and Locations & Geography
Materials Preparation	• Map of the world (poster size) • Individual maps of Colombia, México, Puerto Rico, Spain, & Venezuela (all poster size)
Procedure	The teacher has students plan, in original groups, an itinerary for the trip to all of the spanish-speaking countries studied. They will base their planning discussions on their homework from the previous lesson (see Activity 3), as well as from the work done in each group. After the students are finished in their groups, the teacher assists them in making the itinerary for the trip. The teacher uses the world map and individual country maps to highlight planning of the itinerary.

Appendix I
LISTA DE COMPROBACION PARA EL TRABAJO DEL GRUPO

Nombre

Fecha

País

A. LA PREPARACION: Conteste estas preguntas sobre el país Qué su grupo estudia:
1. ¿Cuál es la capital del país?

2. ¿Cuáles son las otras ciudades importantes del país?

3. ¿Cuáles son los monumentos nacionales?

4. ¿Quienes son algunas de las personas famosas? (Políticos, autores, artistas, músicos, atletas, etc.)

5. ¿Qué formas de transporte hay?
   ¿Cuál forma es mas barata?
   ¿Cuál es más rápida?

6. ¿Cuáles son unos de los acontecimientos y celebraciones más importantes?

7. ¿Cuál es el nombre del dinero qué se usa en el país?
   ¿A cuánto está el cambio de este dinero a dólares?

8. ¿Se necesita conseguir un visa para visitar el país?
   Sí o No, y ¿de qué clase?

9. ¿Se necesita conseguir algún tipo de vacuna para visitar el país?
   Sí o No, y ¿de qué clase?

10. ¿Cuáles son las comidas típicas del país?

11. ¿Cuáles son las regiones geográficas del país? (montañas, playas, rios, etc.)

B. ¿QUE LE GUSTARIA VER?
1. Culturales

2. Atléticos

3. Folklóricos

4. De diversión

5. Otros

Póngalos en orden de prioridad:

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________

C. SITIOS QUE LE GUSTARIAN VISITAR:

1. Museos
2. Monumentos
3. Catedrales
4. Ciudades
5. Otros

Póngalos en orden de prioridad:

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________

D. PLANEAR EL ITINERARIO:

1 Epoca de año
2. Fechas específicas

E. DIBUJAR EL ITINERARIO EN EL MAPA

Appendix II

Sample Letter to a Consulate

[1]Nombre de la escuela
Nombres de los estudiantes
Dirección de la escuela

Fecha

El Consulado de ____________________
Oficina de Turismo
Dirección

Estimado Señor:

Somos un grupo de estudiantes de *Escuela* en *Ciudad*. Estamos planeando un viaje a su país el próximo verano. Le agradeceríamos si nos pudiera mandar información (en inglés y español) acerca del sistema de transporte para las ciudades principales,[2] incluyendo autobuses, metros, aviones y trenes. Nos interesa también recibir folletos describiendo las fiestas nacionales y Cuálquier costumbre típica de su país Qué pudiera ser de interés para nosotros. También nos gustaría saber si será necesario conseguir una visa o algún tipo de vacuna para poder visitar su país.

Llevamos varias semanas estudiando *País*, y hemos encontrado varios acontecimientos y sitios muy interesantes, como por ejemplo ________________. ¿Nos pudiera mandar también información adicional acerca de ésto?

Le agradecemos mucho su ayuda e interés.

Cordialmente,

Las firmas de los estudiantes

Los nombres de los estudiantes,
pasados por máquina

---

[1] The parts of the letter that are underlined need to be filled in according to the letter writers' needs.

[2] If the students wish to, they may name some cities specifically, instead of saying "las ciudades principales".

Appendix III
Suggested Sources for Library Statio

COLOMBIA

Birnbaum's *South America, 1986*. Houghton Mifflin.
Crowther, G. 1983. *South America on a Shoestring*. Victoria, Australia.
Fodor's *South America*.
Schor, M. 1985. *Michael's South America: Volume III*. Inbal/Israel Publishers.

MEXICO

Birnbaum's *México, 1986*. Houghton Mifflin.
Fielding's *México*.
Fodor's *México*.
Fodor's *Budget México*.
Fodor's City Guide: *México City*.
Insight Guides: *México, 1984*. APA Productions, Prentice-Hall.

PUERTO RICO

Bellamy, F. 1979. *Carribean Island Hopping*. Hippocrene Books, New York.
Birnbaum's *South America, 1986*. Houghton Mifflin.
Fodor's *Budget Carribean*.

SPAIN

Fielding's *Economy Europe*.
Fielding's *Selective Shopping Guide to Europe*.
Fodor's *Spain*.
Fodor's *Budget Spain*.
Fodor's City Guide: *Madrid*.

VENEZUELA

Birnbaum's *South America, 1986*. Houghton Mifflin.
Crowther, G. 1983. *South America on a Shoestring*. Victoria, Australia.
Schor, M. 1985. *Michael's South America: Volume III*. Inbal/Israel Publishers.
Fodor's *South America*.

Appendix IV
Computer Software Activities

GENERAL ACTIVITIES

- *El mundo hispánico*: Venezuela (introduction to "Congreso de la juventud hispana"), 1.1
- Additional Practice Activities on all diskettes

COLOMBIA

- *El mundo hispánico*: sections 2.1, 2.2

MEXICO

- *Una visita a México*: activities 1 through 4

PUERTO RICO

- *El mundo hispánico*: sections 3.1, 3.2

SPAIN

- *El mundo hispánico*: sections 4.1, 4.2
- *Un viaje en tren*: the whole disk

VENEZUELA

- *El mundo hispánico*: sections 1.1, 1.2

Appendix V
Teacher's Checklist for Evaluating Student Progress

Throughout the lesson the teacher will evaluate the students' ability to adequately carry out the communicative function Exchanging Information. A checklist such as the one below should be used as the teacher circulates during group work or directly asks students questions.

Student's Name	Asking	Correcting	Identifying	Reporting
Robert Jones	√	√	√	√
Alise Lee	√		√	
Nicholas Vaille		√	√	
Stephanie Oh	√		√	
Eliott Smith	√			

The teacher will check that each of the columns is evaluated for each student. In order to receive a check (√) in a column, the student must peform in Spanish in each of the categories, showing that she or he is not merely parroting.

A. Asking
- Students succeed in getting information from other students through a question and answer exchange.
- Students rephrase questions when there is a communication breakdown.

B. Correcting
- Students succeed in reconciling discrepant information that they have received via reporting or identifying.

C. Identifying
- Students succeed in determining essential information about their assigned countries.

D. Reporting
- Students succeed in communicating essential information about their assigned countries.

Appendix I

Sources of Recommended Software and Video

This is a list of the producers and distributors of the instructional software and video listed in the Recommended Technology section of this *Resource Guide*. Many of these titles, particularly the microcomputer software and stand-alone video programs, may be available for purchase in your local area. California's county offices of education media centers and instructional television (ITV) broadcasters may also make these materials available to teachers in their service areas.

Except where noted, all the titles in this *Resource Guide* carry a copyright and are protected from unlawful copying. Copyrights protect the substantial investment a producer has made in development and distribution of a product. Illegal copying of video or microcomputer software in schools is theft and has a chilling effect on a producer's willingness to create material for educational use.

For software, copyright law specifies that the owner of that software has the right to one *archival* copy and that that copy should never be used in such a way as to prevent an additional sale of the product. Unless specifically allowed by the copyright owner, a teacher does not have the right to make multiple copies for the students or faculty in a school or district. Many software programs are also protected by licensing agreements which may further limit their use. Producers whose programs carry such restrictions are required to state those restrictions in writing and provide them with the product. For further clarification, please contact your county office of education's media center or your local ITV agency.

Bainum Dunbar, Incorporated
6427 Hillcroft, Suite 133
Houston, TX 77081

Ballard & Tighe, Incorporated
480 Atlas Street
Brea, CA 92621

Beacon Films
P. O. Box 575
1250 Washington Street
Norwood, MA 02062

CBS Interactive Learning
1 Fawcett Place
Greenwich, CN 06836

CEEDE – University of Iowa
University of Iowa,
North 345 Oakdale Hall
Oakdale, IA 52319

COMPress
P. O. Box 102
Wentworth, NH 03282

CONDUIT
The University of Iowa
Oakdale Campus
Iowa City, IA 52242

D.C. Heath
2700 North Richardt Avenue
Indianapolis, IN 46219

Éditions Ad Lib
220 Grande-allee est, Room 960
Quebec City, Quebec, Canada G1R 2J1

EMC Publishing
300 York Avenue
St. Paul, MN 55101

Films Incorporated
5547 North Ravenswood Avenue
Chicago, IL 60640-1199

Gessler Educational Software
Gessler Publishing Company
900 Broadway
New York, NY 10003

Goethe Institut
530 Bush Street
San Francisco, CA 94108

Hands-On Training Company
4021 Allen School Road
Bonita, CA 92002

Heinle & Heinle Publishers, Inc.
20 Park Plaza
Boston, MA 02116-9990

InterLearn, Inc.
P. O. Box 342
Cardiff, CA 92007

International Film Bureau
1332 South Michigan Avenue
Chicago, IL 60604 94123

Langenscheidt Publications, Incorporated
46-35 54th Road
Maspeth, NY 11378

Learning Company, The
545 Middlefield Road, Suite #170
Menlo Park, CA 94025

Learning Well
200 South Service Road
Roslyn Heights, NY 11577

Lingo Fun, Incorporated
P.O. Box 486
Westerville, OH 43081

McGraw-Hill School Division
8171 Redwood Highway
Novato, CA 94947

Media Guild, Inc.
11722 Sorrento Valley Road, Suite E
San Diego, CA 92121

Mindscape, Incorporated
3444 Dundee Road
Northbrook, IL 60062

MECC (Minnesota Educational Computing
Corporation)
3490 Lexington Avenue, North
St. Paul, MN 55126

Morrey's Microcomputer Materials
3404 Merrimac Drive
San Jose, CA 95117

Office of Instructional Technology
University of Delaware
305 Willard Hall
Newark, DE 19716

Phoenix/BFA
3-A Jules Lane
New Brunswick, NJ 08901

PUCE, Inc.
342 Rue Sherbrooke Est
Montreal, Quebec, Canada H2X 1E6

Queue, Incorporated
562 Boston Avenue
Bridgeport, CT 06610

Random House College Software
201 East 50 Street
New York, NY 10022

Sunburst Communications
39 Washington Avenue
Pleasantville, NY 10570

Teacher's Discovery
1130 East Big Beaver
Troy, MI 48083-1997

Tom Snyder Productions
123 Mt. Auburn Street
Cambridge, MA 02138

TV Ontario, U.S. Sales Office
143 West Franklin Street
Chapel Hill, NC 27514

Université de Paris-Dauphine
Middlebury College, Language Schools
Middlebury, VT 05753

University of California, Davis
U. C. Extension Media Center
2176 Shattuck
Berkeley, CA 94704

Appendix II

Regional Agencies

Throughout the state there are regional agencies ready to assist you in the search for the material highlighted in this *Resource Guide*. If you are unable to obtain information about any of the software listed in this *Resource Guide* by inquiring of your district or county office, the Teacher Education and Computer Center (TECC) in your region may be able to help you. Your efforts to obtain the video material should also start in your own district and county office of education's media center. If you need additional information the instructional television (ITV) regional agencies are available to help you. This key to regional agencies and the specific information which follows will help you locate the appropriate agencies in your region.

California Regional Agencies

County	*TECC*	*ITV*	*County*	*TECC*	*ITV*
Alameda	6	2	Orange	14	5/6
Alpine	4	2	Placer	4	2
Amador	4	2	Plumas	2	1
Butte	2	1	Riverside	13	5
Calaveras	7	2	Sacramento	4	2
Colusa	4	2	San Benito	16	2
Contra Costa	6	2	San Bernardino	13	5
Del Norte	1	1	San Diego	15	7
El Dorado	4	2	San Francisco	5	2
Fresno	10	2	San Joaquin	7	2
Glenn	2	1	San Luis Obispo	9	5
Humboldt	1	1	San Mateo	17	2
Imperial	15	7	Santa Barbara	9	5
Inyo	11	5	Santa Clara	8	3
Kern	11	2	Santa Cruz	16	2
Kings	10	2	Shasta	2	1
Lake	3	2	Sierra	4	2
Lassen	2	1	Siskiyou	2	1
Los Angeles	12	4/5	Solano	3	2
Madera	7	2	Sonoma	3	2
Marin	3	2	Stanislaus	7	2
Mariposa	7	2	Sutter	4	2
Mendocino	3	2	Tehama	2	1
Merced	7	2	Trinity	2	1/2
Modoc	2	1	Tulare	10	2
Mono	11	5	Tuolumne	7	2
Monterey	16	2	Ventura	9	5
Napa	3	2	Yolo	4	2
Nevada	4	2	Yuba	4	2

Teacher Education and Computer Centers

Region 1
Humboldt County Office of Education
901 Myrtle St.
Eureka, CA 95501
707-445-5411, x 264

Region 2
Tehama County Department of Education
1135 Lincoln St.
Red Bluff, CA 96080
916-527-5811

Region 3
Marin County Office of Education
1111 Las Gallinas Ave.
San Rafael, CA 95913
415-499-5877

Region 4
Sacramento County Office of Education
9738 Lincoln Village Drive
Sacramento, CA 95827
916-366-4300

Region 5
San Francisco County Office of Education
2550 25th Ave.
San Francisco, CA 94116
415-664-8900

Region 6
Alameda County Office of Education
313 W. Winton Ave., Hayward, CA 94544
415-887-0152, x 318

Region 7
Stanislaus County Department of Education
801 County Center III Court
Modesto, CA 95355
209-571-5298

Region 8
Santa Clara County Office of Education
100 Skyport Drive
San Jose, CA 95115
408-947-6992

Region 9
TRI-TEC Center, Ventura County Schools
275 East Pleasant Valley
Camarillo, CA 90242
805-652-2164

Region 10
Kings County Superintendent of Schools
Hanford, CA 93230
209-584-1441, x 2935

Region 11
Kern County Office of Education
5801 Sundale Ave.
Bakersfield, CA 93309
805-398-3641

Region 12
Los Angeles County Superintendent of Schools
9300 E. Imperial Highway
Downey, CA 90242
213-922-6680

Region 13
Riverside County Superintendent of Schools
P. O. Box 868
Riverside, CA 92502
714-788-6684

Region 14
Orange County Department of Education
P. O. Box 9050
Costa Mesa, CA 92628-9050
714-996-1120

Region 15
San Diego County Department of Education
6401 Linda Vista
San Diego, CA 92111
619-292-3883

Region 16
Monterey County Office of Education
901 Blanco Circle
Salinas, CA 93912
408-755-0331

Region 17
San Mateo County Office of Education
333 Main St.
Redwood City, CA
415-363-5491

Instructional Technology Support Agencies

TECC Software Library and Clearinghouse
San Mateo County Office of Education
333 Main St.
Redwood City, CA 94063
415-363-5472

California Instructional Video Clearinghouse
Stanislaus County Department of Education
801 County Center III Court
Modesto, CA 95355
209-571-6593

ITV Agencies

1
Northern Instructional Television Advisory Council
Office of Butte County Superintendent of Schools
5 County Center Drive
Oroville, CA 95965
916-534-4231

2
KQED–Instructional Television Services
500 Eighth Street
San Francisco, CA 94103
415-553-2140

3
KTEH–Instructional Television Services
Santa Clara County Office of Education
100 Skyport Drive
San Jose, CA 95110
408-947-6654

4
KLCS–Instructional Television Services
Los Angeles Unified School District
1061 W. Temple Street
Los Angeles, CA 90012
213-625-6966

5
Regional Educational Television Advisory Council (RETAC)
Office of the Los Angeles County Superintendent of Schools
9300 E. Imperial Highway
Downey, CA 90242
213-922-6216

6
Telecommunications of Orange County
P. O. Box 2476
Huntington Beach, CA 94647
714-895-5623

7
Instructional Television Services
Office of the San Diego County Superintendent of Schools
6401 Linda Vista Road,
San Diego, CA 92111
619-292-3742

Appendix III

All Titles Considered

Titles Evaluated by the Technology in the Foreign Language Curriculum Project

The nearly 400 software titles and 600 video programs reviewed by the project were obtained through an invitation made to all North American producers and distributors of instructional software and video. These materials were evaluated by language-specific teams of classroom teachers who were thoroughly acquainted with both the evaluation criteria developed by this project and the use of technology. Each item of software and video was evaluated for the quality of its technical and instructional design and its applicability to California's foreign language curriculum.

Listed below are the titles which were reviewed by the project. Titles listed here but not listed in the Recommended Technology section failed to meet our standards in one or more of the following areas:

- Technical quality
- Instructional design quality
- Degree of support for the California foreign language curriculum
- Compliance with the California social content guidelines

Software Titles Considered

American Educational Computer, Inc.
Match Maker – French Vocabulary Skills
Match Maker – Spanish Vocabulary Skills

Artworx Software Company, Inc.
Gruneberg Linkword Language System – French I
Gruneberg Linkword Language System – German
Gruneberg Linkword Language System – Italian
Gruneberg Linkword Language System – Spanish

Bainum Dunbar, Inc.
Brainz
Brainz-Gamz

Ballard & Tighe, Inc.
Elephant Ears – Prepositions through Pictures
Idea Cat – Level 1

Bobco
World Geography

CBS Interactive Learning
French Achievement I
French Achievement II
French Achievement III
German Achievement I
Spanish Achievement I
Spanish Achievement II
Spanish Achievement III

CEEDE – University of Iowa
Hispanic Culture Awareness Assimilator
The Picture Dictionary – Spanish
The Picture Dictionary – Vietnamese

COMPress
French Review Packet – Lesson I
French Review Packet – Lesson II
French Review Packet – Lesson III
French Review Packet – Lesson IV
French Review Packet – Lesson V
French Review Packet – Lesson VI
French Review Packet – Lesson VII
French Review Packet – Lesson VIII
French Review Packet – Lesson IX
French Review Packet – Lesson X
German Review Packet – Lesson I
German Review Packet – Lesson II
German Review Packet – Lesson III
German Review Packet – Lesson IV
German Review Packet – Lesson V
German Review Packet – Lesson VI
German Review Packet – Lesson VII
German Review Packet – Lesson VIII
German Review Packet – Lesson IX
German Review Packet – Lesson X
The Russian Disk
Russian Review Packet – Lesson I
Russian Review Packet – Lesson II
Russian Review Packet – Lesson III
Russian Review Packet – Lesson IV
Russian Review Packet – Lesson V
Russian Review Packet – Lesson VI
Russian Review Packet – Lesson VII
Russian Review Packet – Lesson VIII
Spanish Review Packet – Lesson I
Spanish Review Packet – Lesson II
Spanish Review Packet – Lesson III
Spanish Review Packet – Lesson IV
Spanish Review Packet – Lesson V
Spanish Review Packet – Lesson VI
Spanish Review Packet – Lesson VII
Spanish Review Packet – Lesson VIII

Compu-Tations, Inc.
French Vocabulary Drills
German Vocabulary Drills
Hebrew Vocabulary Drills
Spanish Vocabulary Drills

Computer Using Educators, Incorporated
Kidmail Version 4.2

CONDUIT
Dasher
Dasher Drills for Contacts
Dasher Drills for Découverte et Création
Dasher Drills for Deutsch heute
Dasher Drills for Deutsche Sprache und Landeskunde
Dasher Drills for En Contacto
Dasher Drills for Prego!
Dasher Drills for Puntos de Partida
Dasher Drills for ¡En Camino!
Lecciones de español
Practicando español

Curriculum Applications
French Delicacy
Roman Banquet
Spanish Sirloin

D. C. Heath
Eisenberg Vocabulary Workshops – French
Eisenberg Vocabulary Workshops – German
Eisenberg Vocabulary Workshops – Spanish
El mundo hispanico
Face à Face
French for Mastery
En Vacances
En Ville
Le Déménagement
Les Sports
Paris en Métro
Spanish for Mastery
Un Día en Madrid
Un Día típico
Un Repas Français
Un Viaje en tren
Una Fiesta
Una visita a México

DesignWare, Inc.
Remember! – French Vocabulary Disk
Remember! – Spanish Vocabulary Disk

Éditions Ad Lib
Associations 2
Associations 5
Je Conjugue
Le Conjugueur
Différenciations
Interrogations
Le Messagier
Racines

Educational Concepts Labs Incorporated
Spelling Bee

EMC Publishing
Deutsch Aktuell 1
Let's Practice French
Let's Practice German
Let's Practice Italian
Let's Practice Portuguese
Let's Practice Russian
Let's Practice Spanish
Perspectives Françaises 1
Practiquemos español

First Byte
Smooth Talker

Gessler Educational Software
Alexander *(Design Enterprises of San Francisco)*
Anagramas hispanoamericanos
Apfelschuss
Bataille de Mots
Batalla de palabras
CAMSOFT German
Creacuentos (Kidwriter)
Creastorie (Kidwriter)
Deutsche Grammatik – Der-Die-Das
Die Spürnasen - Snooper Troops
French Micro SCRABBLE™
French Word Order
German Word Order
Geschichtenschreiber (Kidwriter)
Gutenberg, Jr. *(Gutenberg)*
Homophones *(Éditions Ad Lib)*
In Search of the Most Amazing Things – French Levels I & II

Gessler Educational Software (continued)

Introduction to Latin Vocabulary I
Introduction to Latin Vocabulary II
La Carte de France
La corrida de toros
La Guillotine – Hangman, à la française!
Le Future et le Conditionnel des Verbes Réguliers et Irréguliers
Le Présent et Le Passé Composé des Verbes Réguliers et Irréguliers
Les Chemins de Louis-Étienne
Les Pronoms Relatifs et Interrogatifs
Le Temple d'Apshaï
Mésaventures Culturelles
Morgens geht Fritz zur Schule
Passport: The Courseware Creator
Poker listo
Poker Parat
Poker Pari
Porte-Parole
Profession: Détective - Snooper Troops
Prompt
R.S.V.P.
Scénario (Kidwriter)
Spanish for the Traveler *(Roger Wagner)*
Spanish Grammar Review
Spanish Word Order
The Linguist
Un Cours de Grammaire
Wortgefecht

Hands-On Training
Spanish FrEd (Free Educational) Writer

Heinle & Heinle Publishers, Incorporated
Usemos la computadora
Utilisons L'Ordinateur

HRM Software
Jack & the Beanstalk (Spanish Version)

Interkom Educational Software
French Grammar Book – -er, -re, -ir
French Grammar Book – Irregular Verbs in the Present Tense
German Grammar Book – Accusative, Dative & Genitive Cases

***Interkom Educational Software** (continued)*
German Grammar Book – Irregular Verbs
Russian Word Pro
Spanish Word Pro
The Russian Grammar Book – Using the Cyrillic Alphabet
The Spanish Grammar Book – SER and ESTAR
The Spanish Grammar Book – Agreement of Adjectives

InterLearn, Inc.
El dialoguista
KLI – The Animation-Text-Music Editor
Las crónicas computarizadas

International Computer Products
Multilingual Arithmetic

International Film Bureau, Inc.
Latin Exercises for First Year Latin

Island Software
El vocabulario español
Le Vocabulaire Français
Vocabolario Italiano
Vocabularium Latini

Jagdstaffel Software
Vocabulary Prompter

Langenscheidt Publishers, Incorporated
Bilder raten *(Goethe-Institut)*
Correct Behavior the French Way 1 & 2 – English version
Correct Behavior the French Way 1 & 2 – French Version
Correct Behavior the German Way 1 & 2 – English Version
Correct Behavior the Japanese Way 1 & 2 – English Version
Correct Behavior the Mexican Way 1 & 2 – English Version
Correct Behavior the Mexican Way 1 & 2 – Spanish Version
Eine Reise durch Deutschland *(Goethe-Institut)*

***Langenscheidt Publishers, Inc.** (continued)*
Hansi *(Goethe-Institut)*
On Target – 2000 Words of Spanish
On Target – 750 Words in Latin
On Target – 1500 Words in French
On Target – 3000 Words of German
Rebound – French
Rebound in Spanish
Tag und Nacht *(Goethe-Institut)*
The ConCLUEsion
Vocabulary on the Attack – 1500 Words of French
Vocabulary on the Attack – 2000 Words of Spanish
Vocabulary on the Attack – 3000 Words of German
Vocabulary on the Attack – Latin
Wörter-Rennen mit System *(Goethe-Institut)*

Learning Company, The
L'Hôtel des Marionnettes
L'Odyssée du Robot
La Boîte à Puces
La Parade des Marionnettes
Le Complot du Bourdon
Les Jeux du Bourdon
Les Puzzles de Gertrude
Les Secrets de Gertrude
Nombres Boîteux

Learning Well
Jeux de Vocabulaire
Juegos de Vocabulario

Lingo Fun, Inc.
Come si dice...?
Comment Dit-on...?
Cómo se dice ...?
French Grammar Computerized I
French Grammar Computerized II
French Idiom Master
French Word Drill +
German Contest I & II
German Grammar Computerized I
German Grammar Computerized II
German Idiom Master
German Relpros & Adjends

Lingo Fun, Inc. *(continued)*
German Word Drill +
Italian Grammar Computerized I
Italian Word Drill +
Jack Bombe
Latin Grammar Computerized I
Latin Idiom Master
Le Grande Concours 01-1
Le Grande Concours 2-3
Le Grande Concours 4-5
Le Grande Concours Sonore – Disk 1
Le Grande Concours Sonore – Disk 2
Multi-Lingual Story Teller
Quo modo dicis...?
Spanish Grammar Computerized I
Spanish Grammar Computerized II
Spanish Idiom Master
Spanish Word Drill +
The Audio Author
The Spanish Contest I & II
Wie Sagt man ...?

Manitoba InfoTech Resource Centre
Mise en Séquence

McGraw Hill School Division
Compucat Quizware – French First Course
Compucat Quizware – French Second Course
Compucat Quizware – Spanish First Course
Compucat Quizware – Spanish Second Course
Tic-Tac-Show – French I *(Advanced Ideas)*
Tic-Tac-Show – French II *(Advanced Ideas)*
Tic-Tac-Show – Spanish I *(Advanced Ideas)*
Tic-Tac-Show – Spanish II *(Advanced Ideas)*

Merry Bee Software/Señor T Software
Early Words – English/Spanish Version
Señor T – Four TO BE Verbs
Señor T – Pronoun Placement

Micro Power & Light Co.
Spanish Vocabulary
Word Prep Spanish

MicroEd, Incorporated
Ciencias
Estudio Orthograpgico Series
La lectura Series
Math
Práctica fonética Series

Mindscape, Inc.
Bank Street Story Book *(Bank Street College)*
Comic Works
Crossword Magic

Minnesota Educational Computing Corporation
Jeux Mathématiques Classiques
Ejercicios de Matemáticas
El Asistente del instructor
Guide de l'Enseignant
Préparation à la Lecture et à l'Addition

Morrey's Microcomputer Materials
Foreign Language Instruction – Elementary Spanish
Foreign Language Instruction – French Level 1

National Textbook Company
French Basic Vocabulary Builder on Computer
German Basic Vocabulary Builder on Computer
Italian Basic Vocabulary Builder on Computer
Spanish Basic Vocabulary Builder on Computer

Newbury House Publishers, Incorporated
Episodios elementales

PUCE, Incorporated
Dictée Électronique
Orthographe

QUEUE, Inc.
Developing Spanish Skills
Foreign Frenzy – French
Foreign Frenzy – Spanish
French Grammar I
French Grammar II
French Grammar III
French Test Pro
French Vocabulary Games
French Word Pro
German Vocabulary Games
German Word Pro
Russian Grammar I
Russian Grammar II
Russian Grammar III
Russian Grammar IV
Russian Grammar V
Russian Grammar VI
Russian Grammar VII
Russian Grammar VIII
Russian Grammar IX
Russian Grammar X
Russian Grammar XI
Russian Test Pro
Russian Word Pro
Spanish Computer Tutor – Spanish Structure Drills A
Spanish Computer Tutor – Spanish Structure Drills B
Spanish Computer Tutor – Spanish Vocabulary Games
Spanish Computer Tutor – Spanish Vocabulary/Comprehension Drills
Spanish Grammar I
Spanish Grammar II
Spanish Grammar III
Spanish Grammar IV
Spanish Grammar V
Spanish Vocabulary Games
Spanish Test Pro
Spanish Word Pro

Random House College Software
Juegos comunicativos

RG Computer Workshops, Inc.
Form That Verb – 3D Tic-Tac-Toe
Spanish Read Master

Schoolhouse Software Company
Das Gewitter – German, the Present Perfect Tense
Die Rakete – German, the Regular Present Tense
El aterrizaje
El cohete
El submarino
Gonki – Russian Possessive Adjectives
L'Attaque – French, the Agreement of Adjectives
La Tempête – French Avoir, Aller, Etre, Irregular Verbs
Podvodnaya Lodka – Russian Gender Identifications
Super Toe – French Etre with the Passé Composé
Super Toe – German, Accusative Case
Super Toe – Russian Present Tense Conjugations

Sunburst Communications
M-ss-ng L-nks – Al pie de la lectura (Spanish Editor)
M-ss-ng L-nks – Le Mot Juste (French Editor)
M-ss-ng L-nks – Wortspiel (German Editor)

Teach Yourself by Computer, Inc.
Language Study Center

The Professor
Augmentez VVotre Vocabulaire I
Cherchez la Différence
Multi-Lingual Word Game
Savoir Écrire

Tom Snyder Productions
The Other Side

University of California, San Diego
Camino a Oregon/Aztlan/Zortonia *(BIT)*
Cómo restar unidades de medir *(BIT)*
Computer Tutor *(BIT)*
Concordancia: Subject-Verb Agreement *(BIT)*
El parque zoológico *(BIT)*

University of California, San Diego *(continued)*

En busca *(BIT)*
Ferrocarril/Aguala *(BIT)*
Gráficas *(BIT)*
Juegos selectos *(BIT)*
Juego selectos/Player's Choice: File Maker *(BIT)*
Kinder-Bits *(BIT)*
Lo imaginario/¿B o V?/Cuentitos para ti *(BIT)*
Los juegos olímpicos I *(BIT)*
Los juegos olímpicos II *(BIT)*
Los juegos olímpicos III *(BIT)*

University of California, San Diego *(continued)*

Mixed-up Sentences *(BIT)*
Oraciones revueltas *(BIT)*
Primer-Bits/Partes mías *(BIT)*
Planta nuclear *(BIT)*
¡Piñata! *(BIT)*
¡Piñata! File Maker *(BIT)*
Player's Choice *(BIT)*

University of Delaware
Latin Skills Series

Video Titles Considered

Agency for Instructional Television
En français Series – 26 programs

Barr Films
A Day in the Life of Bonnie Consolo (Spanish Version)
Deaf Like Me (Spanish Version)
Lost Pigeon (Spanish Language)
The Aphid Eaters – Eve's Research Project (Spanish Version)
Watch Out for My Plant (Spanish Version)
You're Not Communicating (Spanish Version)
You're Not Listening (Spanish Version)

Beacon Films
Connaissons-nous Series – 2 programs
SALUT! Series – 25 programs

Films Incorporated
A Vous la France! Series *(British Broadcasting Corporation)* – 15 programs
Buongiorno Italia! Series *(British Broadcasting Corporation)* – 20 programs
Deutsch Direkt! Series *(British Broadcasting Corporation)* – 20 programs
Dicho y hecho Series *(British Broadcasting Corporation)* – 4 programs
Everyday Mandarin Series *(British Broadcasting Corporation)* – 6 programs
Greek Language and People Series *(British Broadcasting Corporation)* – 10 programs

Films Incorporated *(continued)*
La Marée et Ses Secrets *(British Broadcasting Corporation)* – 5 programs
Russian Language and People Series *(British Broadcasting Corporation)* – 20 programs
Zarabanda Series *(British Broadcasting Corporation)* – 25 programs

Gessler Publishing Company
Gabi und Frank Series (Verlag für Deutsch) – 12 programs
Living Language French *(Crown Publishers, Incorporated)*
Living Language Spanish *(Crown Publishers, Incorporated)*

Goethe-Institut
Deutschlandspiegel Series – 5 programs

Great Plains National
Saludos – 25 programs

Handel Film Corporation
The Computer and You, An Introduction (Spanish Version)

Heinle & Heinle Publishers, Incorporated
France from Within, Tape 1 *(Bernard Petit Video Productions)* – 11 programs

International Film Bureau
Alfareros de Pueblo
Aucassin et Nicolette
Autrefois le Déluge
Berlin
Brazil: O país e o povo
Chroniques de France Series – 10 programs
Daumier: Chroniqueur d'une Époque (French version)
Die Postkarte
España es así
Food and Wine from France Series – 3 programs
Fiesta de San Fermín
German Language Series – 4 programs
Guten Tag – 26 programs
Guten Tag! Wie Geht's? Series – 26 programs
La guitarra española
La Peau de Chargin
La Vie Tient à Plus d'un Fil
Les Aventures de M. Carré Series – 3 programs
Martian in Moscow Series – 4 programs
Nanduti: A Paraguayan Lace
Paul Delaux dans Son Atelier
Portrait of Moliére, Parts 1 & 2
Spanish Language Series – 7 programs
Venezia Museo all' aperto
You See What You Say
26 Deutsche Kulturfilme *(Bayerischer Rundfunk-Goethe-Institut)* – 26 programs

Media Guild
Comment Dit-on ...? *(Thames)* – 5 programs
La France Telle Qu'elle Est Series *(Thames)* – 5 programs
Partner Video Sequences in German *(Thames)* – 55 programs
Touring Paris Series – 5 programs

Miami-Dade Community College
Survival Spanish – 30 programs

Museum of Modern Art of Latin America
Pyramids of the Sun and the Moon
World of a Primitive Painter

Oregon Public Broadcasting
Hablamos español – 39 programs

Phoenix/BFA
Caperucita Roja
Fra Iacobus
Fray Felipe
Frére Jacques
La gallinita roja
La Petite Poule Rouge
Le Petit Shaperon Rouge
Les Trois Ours
Los tres osos

Stanton Films
Vistas de España Series, 2nd Edition – 6 programs

Teacher's Discovery
Argentina
Colorful Mexico
Comerciales en español
French Commercials
French-Speaking Switzerland
German Commercials
German-Speaking Switzerland
Our New Paris Video
Provinces of France
Southern Germany and Bavaria
Southern Germany II
Spain á la Carte
Spain á la Carte II
The Austrian Countryside
The French Language
The Romance of Austria

TV Ontario
Parlez-moi Series 1 – 24 programs
Parlez-moi Series 2 – 10 programs
Téléfrançais Series – 10 programs

Université de Paris-Dauphine and Middlebury College
La Télé des Français Series – 3 programs

University of California Media Center
French Language Videotapes – 10 programs

Appendix IV

Foreign Language Resources

Agencies Which Provide Support of Foreign Language Programs

All of the agencies listed in this section provide support for the teaching of languages in California. Many of them publish newsletters or other materials which detail this support and may be of use to teachers and students.

American Field Service
International/Intercultural Programs, Inc.
313 East 43rd Street
New York, NY 10017

Alliance Française
Edward Serres, President
235 Montgomery Street, Room 1610
San Francisco, CA 94104

International Student Exchange Program
228 North Coast Highway
Laguna Beach, CA 92651

American Association of Teachers of German (AATG) – Western Region XIX
Michele Shockey, Regional Representative
15 Adam Way
Atherton, CA 94025

American Association of Teachers of German (AATG) – Northern California
Conrad Borovsky, President
2173 Santa Cruz
Menlo Park, CA 94025

American Association of Teachers of German (AATG) – Southern California
Gerhard Clausing, President
4012 Scandia Way
Los Angeles, CA 90065

American Association of Teachers of Italian
Norman Litz, President
3210 Upper Lock Avenue
Belmont, CA 94002

American Association of Teachers of Slavic & Eastern European Languages (AATSEEL)
Richard Leland, President
15 St. James Court
Orinda, CA 94063

American Association of Teachers of Spanish and Portuguese (AATSP) – Northern California
Maria Louisa Castillo, President
111 Chester Street
Menlo Park, CA 94025

American Association of Teachers of Spanish and Portuguese (AATSP) – Southern California
Carmen Parr, President
4910 Beeman Avenue
North Hollywood, CA 91607

American Association for Applied Linguistics
1325 – 18th Street, N.W., Suite 211
Washington, DC 20036

American Association for Chinese Studies
P.O. Box 3158
Ohio State University
Columbus, OH 43210

American Association for the Advancement of Slavic Studies
128 Encina Commons
Stanford University
Stanford, CA 94305

American Association of Teachers of Arabic
c/o SAIS
1740 Massachusetts Avenue, N.W.
Washington, DC 20036

American Council of Teachers of Russian (ACTR)
815 New Gulph Road
Bryn Mawr, PA 19010

American Council of Teachers of Uncommonly-taught Asian Languages
Department of Oriental and African Languages and Literatures
The University of Texas at Austin
2601 University Avenue
Austin, TX 78712

American Council on the Teaching of Foreign Languages, Inc.
P.O. Box 408
Hastings-on-Hudson, NY 10706

American Institute for Foreign Study
102 Greenwich Avenue
Greenwich, CT 06830

American Literary Translators Association
University of Texas at Dallas
P.O. Box 803688
Richardson, TX 75083-0688

American Translators Association
109 Croton Avenue
Ossining, NY 10562

Amigos de las Americas
5618 Star Lane
Houston, TX 77057

Association Canadienne des Professeurs d'Immersion/Canadian
Association of Immersion Teachers
Bureau de Poste Alta Vista C.P. 8843
Ottawa, Ontario KLG 3H8 CANADA

Association of Departments of Foreign Languages
62 Fifth Avenue
New York, NY 10011

Association of Teachers of Japanese
Department of East Asian Languages and Literature
Van Hise Hall
1220 Linden Drive
University of Wisconsin-Madison
Madison, WI 53706

Berkeley-Stanford Joint Center for African Studies
215 Moses Hall
University of California
Berkeley, CA 94720

California Association for Bilingual Education (CABE)
Shelly Spiegel-Coleman
Los Angeles County Office of Education
300 E. Imperial Hwy
Downey, CA 90242

California Foreign Language Teachers Association (CFLTA)
10915 Promesa Drive
San Diego, CA 92124

California Foreign Language Competency Project
Department of Foreign Languages and Literatures
California State University, Fullerton
Fullerton, CA 92634

California International Studies Project
Stanford University
200 Lou Henry Hoover Bldg.
Stanford, CA 94305-2319

California Association of Teachers of English to Speakers of Other Languages (CATESOL)
June McKay, President
227 Lawton
San Francisco, CA 94122

Centre d'Information et de Recherches
pour l'Enseignement et l'Emploi des
Langues (CIREEL)
Rue Vaneau 80
Paris, France 75007

Center for Applied Linguistics
1118 – 22nd Street, N.W.
Washington, DC 20037

Center for East Asian Studies
105 Lippincott Hall
University of Kansas
Lawrence, KS 66045

Center for Latin American Studies
University of Pittsburgh
4E04 Forbes Quadrangle
Pittsburgh, PA 15260

Center for Near Eastern and North African
Studies
The University of Michigan
144 Lane Hall
Ann Arbor, MI 48109

Center for Russian and East European
Studies
University of California, Los Angeles
Los Angeles, CA 90024

Center for Slavic and East European Studies
University of California, Berkeley
372 Stephens Hall
Berkeley, CA 94720

Center of Latin American Studies
University of Kansas
Lawrence, KS 66045

Central States Conference on the Teaching
of Foreign Languages
Slavic Department, 232 Cunz Hall
Ohio State University
Columbus, OH 43210

Club Français d'Amérique
1051 Divisadero Street
San Francisco, CA 94115

Computer Assisted Languge Learning and
Instruction Consortium (CALICO)
3078 JKHB,
Brigham Young University
Provo, Utah 84602

Computer Using Educators, Inc. (CUE)
P.O. Box 2087
Menlo Park, CA 94026

Educational Foundation for Foreign Study
1528 Chapala Street
Santa Barbara, CA 93101

Educational Resources Information Center
(ERIC) Clearinghouse on Languages and
Linguistics
Center for Applied Linguistics
1118 – 22nd Street, N.W.
Washington, DC 20037

Esperanto League for North America
Box 1129
El Cerrito, CA 94530

Foreign Language Curriculum
Implementation Center
Region 7 Teacher Education and Computer
Center
Stanislaus County Department of
Education
801 County Center Court III
Modesto, CA 95355

Goethe Institut
530 Bush Street
San Francisco, CA 94108

Goethe Institut
8501 Wilshire Boulevard, Suite 205
Los Angeles, CA 90211

Global Perspectives in Education, Inc.
218 East 18th Street
New York, NY 10003

The Hispanic Society of America
613 West 155th Street
New York, NY 10032

Humanities Research Center
3060 Jesse Knight Humanities Building
Brigham Young University
Provo, UT 84602

Institute of International Education
809 United Nations Plaza
New York, NY 10017

International Council for Computers in Education (ICCE)
University of Oregon
1787 Agate St.
Eugene, OR 97403-1923

International Student Exchange Program (ISEP)
1242 35th Street, N.W.
Washington, DC 20057

Instituto Italiano di Cultura
686 Park Avenue
New York, NY 10023

Japan Information Center
299 Park Avenue, 18th Floor
New York, NY 10171

Joint Center for African Studies
Stanford University/University of California, Berkeley
Room 200 Lou Henry Hoover Building
Stanford, CA 94305

Linguistic Society of America
Suite 211
1325 – 18th Street, N.W.
Washington, DC 20036

Luso-American Education Foundation
P.O. Box 1768
Oakland, CA 94604

Modern Language Association of America
62 Fifth Avenue
New York, NY 10011

National Association for Foreign Student Affairs
1860 19th Street, N.W.
Washington, DC 20009

National Resource Center for East Asian Studies
Center for Asian and Pacific Studies
University of Hawaii
1890 East-West Road, Moore Hall 315
Honolulu, HI 96822

Northeast Conference on the Teaching of Foreign Languages
Box 623
Middlebury, VT 05753

Pacific Northwest Council on Foreign Languages
Department of Foreign Languages, Oregon State University
Corvallis, OR 97331

Southwest Conference on Language Teaching (SWCOLT)
c/o Manual C. Rodriguez, Northern Arizona University
CU Box 6004 NAV
Flagstaff, AR 86011

Stanford Program on International and Cross-Cultural Education (SPICE)
Stanford University
Room 200, Lou Henry Hoover Building
Stanford, CA 94305-2319

Teachers of English to Speakers of Other Languages (TESOL)
Georgetown University
202 D.C. Transit Building
Washington, DC 20057

UCLA Foreign Language Program
Office for Academic Interinstitutional Programs
Gayley Center
405 Hilgard Avenue
Los Angeles, CA 90024

Youth for Understanding
3501 Newark Street, N.W.
Washington, DC 20016

Appendix V

Selected Bibliography

Alessi, Stephen M., and Stanley R. Trollip. *Computer-Based Instruction: Methods and Development*. Englewood Cliffs, NJ: Prentice-Hall, 1985.

Anderson, J. Computers in Foreign Language Instruction. *Babel*, 1984. 19.3: 5-16.

Arkwright, T. Selected Videodisc Projects in Second Language Training at the Defense Language Institute. *Videodisc News*, 1980. 1.6: 1-5.

Bejar, Isaac I. Videodiscs in Education. *Byte*, June 1982: 78-104.

Bush, Michael D., Gunther A. Mueller, and David M. Schrupp. Klavier im Haus–An Interactive Video Experiment in Foreign Language Instruction. *CALICO Journal*, 1983. 1.2: 17-22.

Byrnes, Heidi. *Defining and Developing Proficiency*. Lincolnwood, IL: National Textbook Co., 1987.

Compte, Carmen. Reflexions sur le videodisc. Pour un apprentissage interactif. *Francais dans le Monde*, 1984. 183: 60-65.

Davies, Graham D., and J. Higgins. *Computers, Language and Language Learning*. London: Centre for Information on Language Teaching and Research, 1982.

Daynes, Rod, and Beverly Butler, eds. *The Videodisc Book: A Guide and Directory*. New York: John Wiley and Sons Inc., 1984.

Debloois, Michael. Single Frame Video for Language Instruction. *CALICO Journal*, 1983. 1.2: 7-9.

Debloois, Michael. *Videodisc/Microcomputer Courseware Design*. Englewood Cliffs, NJ: Educational Technology Publications, 1982.

Floyd, Steve, and Beth Floyd. *Handbook of Interactive Video*. White Plains, NY: Knowledge Industry Publications, Inc., 1982.

Gale, Larrie E. Montevidisco: An Anecdotal History of an Interactive Videodisc. *CALICO Journal*, 1983. 1.1: 42-46.

Galloway, Vicki. From Defining to Developing Proficiency: A Look at the Decisions. *Defining and Developing Proficiency*. Lincolnwood, IL: National Textbook Co., 1987.

Grossman, Beverly. *Computer-Assisted Language Learning: Theory and Practice*. M. thesis, Univ. of Texas. Austin, TX, 1984.

Handbook for Planning an Effective Foreign Language Program. Sacramento, CA: California State Department of Education, 1985

Harper, Dianna, and Francis M. Dwyer. The Effect of Visualization Teaching Grammatical Concepts in Foreign Language Instruction. *International Journal of Instructional Media*, 1983-84. 11.3: 223-33.

Higgs, Theodore V. American Council on the Teaching of Foreign Language Provisional Proficiency Guidelines. *Teaching for Proficiency, the Organizing Principle*. Chicago, IL: National Textbook Company, 1985

Hiscox, Michael D. *Integrating Testing and Instruction Using the Videodisc*. ERIC, Aug. 1981. ED 208 877.

Holmes, Glyn. Creating CAL Courseware: Some Possibilities. *System*, 1983. 11(1): 21-32.

Hope, Geoffrey R., Heimy F. Taylor, and James P. Pusack. *Using Computers in Teaching Foreign Languages*. Washington, DC: Center for Applied Linguistics, 1984.

James, Charles J. ed. *Practical Applications of Research in Foreign Language Teaching*. Chicago, IL: National Textbook Co., American Council on the Teaching of Foreign Languages, 1983.

Jarvis, Stan. Language Learning Technology and Alternatives for Public Education. *CALICO Journal*, 1984. 1.4: 11-16.

Kossuth, Karen C. A Theorist and Three Pragmatists: Review of Linguistics, Computers and the Language Teacher and Using Computers in Teaching Foreign Languages. *Die Unterrichtspraxis for the Teaching of German*, 1986. 19.1: 55-59.

Lane, H. Programmed Learning of a Second Language. *Teaching Machines and Programmed Learning II. Data & Directions*, R. Glaser, ed. Washington, DC: NEA (National Education Assoc.), 1965. 584-646.

Lines, Vardell, and Dennis Martin. CAI Toolkit: A New Authoring System for Teaching Languages. *CALICO Journal*, 1983. 1.3: 43-45.

Model Curriculum Standards: Foreign Language. Model Curriculum Standards, First ed. Sacramento, CA: California State Department of Education, 1985.

McCoy, Ingeborg, and David M. Weible. Foreign Languages and the New Media: The Videodisc and the Microcomputer. *Practical Applications of Research in Foreign Language Teaching*, C. J. James, ed. Skokie, IL: National Textbook Co., 1982. 105-52.

Melendez, Gloria S. *Teaching Language, Culture and Literature with Videotape, Videodisc, and Microcomputer*. New Orleans, LA: American Assoc. of Teachers of Spanish and Portuguese, 1982.

Otto, Frank. How Teacher-Independent Can CAI Courseware Be? In *Foreign Language Instructional Technology Conference Proceedings, 21-24 September, 1982*. Monterey, CA: Defense Language Institute, 1983. ED 236 910.

Pusack, James P. Answer-Processing and Error Correction in Foreign Language CALL. *System*, 1983. 11.1: 53-64.

Pusack, James P. Computer-Assisted Instruction in Foreign Language. *Pipeline*. Fall, 1981: 5-10.

Pusack, James P. DASHER: A Natural Language Answer Processor. *Pipeline*, 1982. 7.1: 64-66.

Robinson, Gail L. Nemetz. *Computer-Assisted-Instruction in Foreign Language Education*. Final report, International Research and Studies Division, U.S. Dept. of Education, Contract G008402275. 1985.

Roseberry, Robert L. Two Computer Programs for the Language Student. *CALICO Journal*, 1984. 1.4: 20-23.

Rowe, A. Allen. CEGOLLE: A New Kind of Language Learning. *Creative Computing*, 1983. 9.4: 190-200.

Schneider, Edward W., and Junius L. Bennion. Veni, Vidi, Vici, Via Videodisc: A Simulator for Instructional Conversation. *System*, 1983. 11.1: 41-46.

Schroeder, Edward W. A Pedagogical Mode of Instruction for Interactive Videodisc. *Journal of Educational Technology Systems*, 1983-84. 12.4: 311-18.

Simon, Paul. *The Tongue-Tied American: Confronting the Foreign Language Crisis*. New York: Continuum, 1980.

Snyder, Tom, and Jane Palmer. *In Search of the Most Amazing Thing*. Reading, MA: Addison-Wesley Publishing Co., 1986.

Stanchfield, Gordana. *Foreign Language Techniques and Strategies*. Preservia Teacher Trainsat DLT, 1985. 3.1

Statement on Competencies in Languages Other than English Expected of Entering Freshmen. Phase I - French, German, Spanish. Fullerton, CA: Foreign Language Liaison Committee of the Articulation Council of California, 1986.

Underwood, John. *Chomsky, DeSauze and the Computer: A Humanistic Approach to Language Teaching*. Los Angeles, CA: Univ. of California at Los Angeles, 1981.

Underwood, John. *Linguistics, Computers and the Language Teacher*. Rowley, MA: Newbury House, 1984.

Underwood, John. OT and Spanish: Further Strategies. *Educational Computer Magazine*, 1982. 10: 60-61.

Underwood, John. Simulated Conversation as a CAI Strategy. *Foreign Language Annals*, 1982. 15.3: 209-12.

Unterrichtspraxis for the Teaching of German. Entire issue devoted to CALL in German, 1984. 17.1.

Appendix VI

Glossary

Analog:	Technology which receives, transmits, or manipulates information in electromagnetic wave patterns. Radio and telephone are examples of **analog** technology.
Artificial Intelligence:	Attributes of a computer program which emulate human capabilities: the ability to learn from experience, to modify its approach to a problem as a situation might require.
Authoring Program:	A program which allows the teacher to create a limited set of computer-based activities without having to learn a formal programming language, e.g., BASIC, COBOL, etc. (see **Shell Program**).
Beta Format:	The format developed by Sony for consumer-quality **VCRs** and 1/2-inch videotape.
Bit:	A binary digit, the smallest unit of electronic information. A **bit** is usually represented by either a 1 or a 0.
Branching:	The ability of a program to skip from one place to another, depending on the user's responses.
Byte:	A combination of eight **bits** which provides sufficient information space in the computer's memory to store a letter, number, or other single symbol.
CAI:	Computer-Assisted Instruction.
CALL:	Computer-Aided Language Learning.
Character Sets:	The collection of alphanumeric and special symbols a device or program can display. In foreign language programs it is particularly important that a program be able to display the correct symbols (accents, et.al.) for the language used.
Compatibility:	The ability of one device to accept media designed for another.

Computer Literacy:	The ability to use a computer comfortably and to be aware of some of its potentials and limitations.
Copy Protection:	Electronic encryptions which stop a user from copying computer software. Some software producers *copy-protect* their products to stop illegal copying. Lack of **copy protection** does not imply lack of *copyright* protection.
Courseware:	A term often used as a synonym for educational software, i.e., **microcomputer** software designed to assist the learner in acquiring a skill or knowledge about some topic.
Database:	An organized collection of information which can be manipulated by a computer to provide access by the user.
Digital:	Technology which receives, transmits, or manipulates information in the form of **bits**. **Microcomputers** and videodisc players are examples of **digital** technology.
Digitized Speech:	A human voice which has been recorded and converted to values used by the computer.
Disk Drive:	A device which attaches to a computer and uses a **diskette** to provide storage of information.
Diskette:	The electromagnetic media used by **microcomputers** as storage devices.
Documentation:	Materials which are supplied with **microcomputer** and video programs which describe their use and operation. Documentation often includes teaching suggestions.
Dot Matrix Printer:	A **printer** which produces its printed image by configuring tiny dots produced by wires in the print head. Many of these printers are capable of producing the orthography of most European and near-eastern languages.
Drill & Practice:	A popular form of educational **microcomputer** software which is designed to give the student intensive practice with one or more skills, usually in a question and answer format.
Educational Game:	**Microcomputer** software which approaches its content in a rule-based, competitive environment in which the player must use and/or acquire a skill or knowledge.
File:	A set of data stored under a single heading, such as lesson materials and word lists.

Hardware:	The physical components of a computer or video system. Monitors, televisions, and other devices are considered **hardware**.
Instructional Television (ITV):	Broadcast educational television programs usually accompanied by teachers' guides and students' materials available from a regional **ITV** agency (see Regional Agencies list in this *Resource Guide*).
Instructional Video:	Video programs available for use in the classroom. These programs are usually either purchased by a school, district, or county office of education for classroom use (see Regional Agencies list in this *Resource Guide*).
Interactive:	A reciprocal dialog between the user and a device. In this dialog the device must be capable of some adaptation to the user's needs or wants.
Item Bank:	A body of information used by a **microcomputer** program as the content for a **shell program**.
Laserdisc:	Also Lazerdisc. See Videodisc.
Microcomputer:	A computer which is small in size, compared to other computers. These devices usually fit on a desktop .
Modem:	A ***mo***dulation-***dem***odulation device which converts the digital signal produced by a computer to an **analog** signal usable by a telephone. **Microcomputers** equipped with **modems** can transmit information between them.
NTSC:	The American television standard. It is a different standard from that which is used in Europe (see **PAL**). American broadcast or recorded video is **incompatible** with European equipment.
PAL:	The European television standard. Television broadcasts and video recordings originating in Europe cannot be played on American televisions and **VCRs**.
Printer:	A device which is attached to a **microcomputer** and which can print out information. Some printers can produce graphic as well as alphanumeric information (see **Dot Matrix Printer**).
Problem Solving:	A program which requires the application of knowledge, skills, and experience in resolving new or unexpected situations.
Program:	See Software.

Shell Program:	A **microcomputer** program which allows a teacher to add specific content (word lists, questions/answers) to a pre-determined drill or game format.
Simulation:	**Microcomputer** software which places the learner in the position of having to *act out* a real-life experience.
Software:	The set of instructions which operates a **microcomputer** or **VCR**.
Speech Synthesis:	Artificial speech produced by the **microcomputer** which is not derived directly from human speech but developed as a result of a **software** program.
Telecommunication:	The transmission and reception of electronic and voice communications over long distances (see **Modem, Teleconference**).
Teleconference:	Usually a television conference among groups of people located at different locations transmitted via satellite.
Template:	A basic design or organization of information which can be added to a program to present its data in a more useful format.
Tutorial Program:	A program which is designed to teach a skill or concept.
Utility Program:	A program which serves predominately clerical tasks for the teacher or student.
VHS Format:	The format developed by Japan Victor Corporation (JVC) for consumer-quality **VCRs** and 1/2-inch videotape. This format is not **compatible** with **Beta Format VCRs**.
Videodisc:	A 7- or 12- inch disc which contains very large amounts of video and audio information. When a videodisc is optically scanned by a laser-based videodisc player, it can display its information on a television screen. The laser technology on which this medium is based produces a very superior video image.
Word Processor:	A software program used to create and edit text documents.

Technology in the Curriculum

Data Relator

Foreign Language Resource Guide

Data Relator

DataRelator

How to Use the Foreign Language DataRelator File Cabinet

DataRelator is a computerized database program for the Apple II™ and IBM™ PC brand personal computers. It was developed as part of the Technology in the Curriculum projects for the California State Department of Education. *DataRelator* was distributed in 1986 as part of the projects and is available to any California teacher. *DataRelator* can be obtained through county offices of education and TECC centers (see Regional Agencies).

Early in the project, it became clear that in order for teachers to take full advantage of the wealth of information which had been compiled about software and video, they would need a convenient method to identify the materials most appropriate for a particular instructional setting. The *DataRelator* program supplied with the first set of Technology in the Curriculum projects (1985) addresses that need. It was designed for use by students from the fourth to the twelfth grades and teachers. Included in this *Resource Guide* is a data disk for the *DataRelator* program called the *Foreign Language File Cabinet*. It contains the titles this project has recommended indexed as they are in the *Resource Guide*. The user of this File Cabinet is advised to review the directions for its use by reading the *DataRelator Guide*, which can be found in any California school.

Located on the *Foreign Language File Cabinet* disk is a File Drawer which explains how to use this disk and the contents of the other File Drawers. When first exploring the *Foreign Language File Cabinet*, users will find this File Drawer an excellent place to begin. The File Cabinet supplied with this project is for use on the Apple II™ microcomputer only.

Technology
in the
Curriculum
Foreign Language

Spanish FrEdWriter
California Foreign Language
TIC Discount Package

Spanish FrEdWriter (for Apple IIe Only)
Spanish Wiz-Chip & Complete Documentation

Only $25.00/set with this coupon (any quantity)
Send Check or Purchase Order to:
Hands-On Training
4021 Allen School Road, Bonita, CA 92002

Errata

Page 21, line 17: "They and are" should read "They then are."

Pages 33, 40, 47, 164: "Le Petit Shaperon Rouge" should read "Le Petit Chaperon Rouge."

Page 60: "Venicia Museo all' Aperto" should read "Venezia Museo all' Aperto."

Page 69: "Batella de Palabras" should read "Batalla de Palabras."

Pages 69, 74, 79, 126: "El Mundo Hispanico" should read "El Mundo Hispánico."

Pages 70, 75, 80, 157: "La Gallinata Roja" should read "La Gallinita Roja."

Page 78, 81: "Un Dia típico" should read "Un Día típico."

Page 295, line 28: "sterotypic" should read "stereotypic."

Page 303, line 29: "reQuésting" should read "requesting."

Page 307, line 16: "estas" should read "éstas."

Page 307, number 4: "Quienes" should read "Quiénes."

Page 307, number 8: "un" should read "una."

Page 307, number 11: "rios" should read "ríos."